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THE UNIVERSITY OF ALBERTA

PROFESSIONAL DEVELOPMENT NEEDS OF ADULT EDUCATION INSTRUCTORS

(C)

BY

TERANCE FREDERICK DASHCAVICH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

EDMONTON, ALBERTA

FALL, 1988

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J. M. Small

D. E. Chapman

Date: July 20, 1988

DEDICATION

To my father who had the interest and the aptitude for pursuing academic goals but the misfortune of being raised in an era when his socio-economic position prevented him from doing so;

and

To my mother who helped me in more ways than she realized.

ABSTRACT

This study focused on identifying the further preparation needs and preferences of adult education instructors, along with the extent to which their needs and preferences were being met by existing opportunities and programs. Additionally, the study tried to determine whether or not there was a core of needs common to most instructors of adults.

Of 310 questionnaires randomly distributed to six Edmonton-based postsecondary institutions, 204 were returned resulting in a 65.8 percent response rate. Interviews were also conducted with twelve instructors randomly selected from the participating institutions, but the main source of data was the questionnaire which focused on the characteristics, felt needs, and preferences of the respondents.

Most respondents indicated that they were adequately prepared for their current instructional positions, and about one half expressed only moderate needs for further preparation. Nevertheless, they indicated a high degree of interest in a variety of professional development topics. The two topics of greatest importance were related to the enhancement of knowledge and the development of communication skills. The two most preferred professional development activities were in-service workshops/ seminars and short courses, with correspondence courses being the least preferred activity.

Existing in-service and formal professional development opportunities offered by postsecondary institutions in the

Edmonton area are largely meeting the current needs of adult education instructors. Most instructors have recently participated in activities of an in-service non-formal nature as opposed to formal means of professional development such as university courses.

The respondents reflected the diverse nature of the adult education field. Although most instructors indicated a high level of need for the enhancement of knowledge, this was in relation to their specialty area making it difficult to determine whether or not there was a core of knowledge needs applicable to all instructors of adults. However, many respondents also expressed a need for enhancing communication skills, an area which can be identified as a common need.

The findings of the study should be significant to professional development planners. The enhancement of knowledge aimed at certain categories of instructors, and the development of communication skills should be included as topics for activities involving in-service workshops/seminars or short courses.

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Chapter I

INTRODUCTION

Adult education has commanded much attention during the 1970s and 1980s. Rapidly changing technology, an aging population, and the turbulent pattern of the North American economy have contributed to a growing need for retraining and upgrading the work force. In addition, increased acceptance of the concept of lifelong education has contributed to an increase in the number of participants in various forms of adult education.

Recent research in adult education has focused primarily on the adult learner. While instructors of adults have not been ignored, they are deserving of increased attention because as the number of adult learners grows, so does the demand for qualified people to instruct them. Thomas (1987:57) feels that the preparation of future graduates of teacher training institutions should not be restricted to teaching students only in the traditional five to eighteen year old age group. He suggests that they should be "trained to teach forty-year olds, twelve-year olds, or any mixture of ages they encounter." However, as Thomas (1987) points out, most instructors of adults who have decided to undertake formal graduate level preparation in the instruction of adults, have come from fields other than education. For example, they include people from institutions such as banks and hospitals. Some of these instructors, such as nurses, lawyers, social workers and

administrators, have received professional training within their particular fields of specialization, not in adult education.

In addition to the adult education instructors undergoing formal preparation or further training, numerous instructors may have had no formal training for instructing adults. Their training may have taken the form of in-service workshops with their postsecondary institutions or perhaps conferences in their areas of specialization. Some instructors may not have had any training as far as the teaching of adults is concerned.

Regardless of the background of adult education instructors, most of them are likely to have certain professional development needs as well as preferences for meeting these needs. The intent of this study was to examine the professional development needs of adult education instructors by reviewing available literature on the subject and by surveying the needs of a sample in a particular geographical area.

A. Statement of Purpose

Adult education covers a broad spectrum of topics and issues that merit attention. This study focused on one aspect of adult education, namely, the preparation needs of instructors of adults. Bearing this aspect in mind, the purposes of this study were as follows:

1. to identify the further preparation needs and preferences of adult education instructors;

2. to determine the extent to which further preparation needs and preferences of adult education instructors were being met by existing opportunities and programs; and,
3. to compare the further preparation needs and preferences with those identified in the literature in order to determine whether or not there is a core of needs common to most adult education instructors.

Further preparation needs and preferences include the interest that instructors of adults may have for in-house training and/or university level programs dealing with adult education.

The three purposes of the study were operationalized in terms of a number of subproblems which served to focus the collection and analysis of data. These subproblems, stated as questions, are outlined below:

1. What are the personal and professional characteristics of adult education instructors?
2. How adequately are instructors of adults prepared for their instructional responsibilities?
3. What kinds of skills and knowledge are emphasized by employing agencies in the recruitment of instructors of adults?
4. What level of expressed need do instructors have for further professional development?
5. What preferences do instructors have for different types of professional development activities and topics?

6. What is the nature and level of participation by instructors in professional development activities?
7. What barriers are there to involvement of instructors in professional development activities?

The data which were analyzed to derive answers to these questions were based on questionnaire and interview responses of a sample of instructors of adults in six participating institutions.

B. Significance of the Study

A study by the Ontario Ministry of Education (1981) indicated a probable need to provide training for untrained personnel involved in adult education, to upgrade and retrain teachers with experience and preparation in youth education, and to train people who were presently engaged in adult education. Research by Audrey E. Thomas (1976) suggested that opportunities for training adult basic education instructors were very limited in Anglophone Canada. She pointed out that the Department of Adult Education of the Ontario Institute for Studies in Education (OISE) has provision for instructors from some community colleges to obtain an adult education certificate, but that no specific training was given in a field like adult basic education. A study by Haughey (1986) in British Columbia indicated that the provision of either pre-service or in-service training for adult educators had deteriorated over the previous five or six years.

The above studies suggested that despite the growing number of instructors involved in adult education, there appear to be few formal preparation programs for adult education instructors, especially at the undergraduate university level. This study was designed to assess to what extent the existing programs were meeting the needs of instructors of adults in the Edmonton area.

An increasing number and variety of adult education courses are being made available by various adult education agencies. A growing number of instructors at such agencies are teaching adult education courses ranging from non-credit leisure/recreation and personal development courses, to academic ones being offered for certificate or degree credit. In view of the varied backgrounds and instructional roles of adult education instructors, this study assessed the degree to which instructors felt they were adequately prepared for their responsibilities and to what extent they felt further preparation was necessary. Information of this nature should be useful to adult education agencies and institutions, especially those having formal staff development programs.

The preferences of instructors of adults in regard to various activities (workshops/seminars, conferences) and professional development topics (enhancing knowledge, planning courses and preparing materials) were explored in this study, as were some of the barriers that could confront adult education teachers who might want to pursue further studies. Such information could be useful for postsecondary institutions which are setting up professional development programs for instructors of adults.

Finally, this study revealed information about the characteristics of instructors of adults and relationships to further preparation or training needs. Literature is available about adult education but much of it deals with curriculum and adult learners. More information about instructors of adults, especially if it is based on their perceptions concerning professional development, would be useful for adult educators who are concerned about planning for the future development of adult education.

C. Assumptions

The definition of the problem and the methodology of the study were based on a number of assumptions. Three of the major assumptions are as follows:

1. Adult education instructors are aware of their needs. In other words, they are capable of analyzing or examining their strengths and deficiencies regarding instructional knowledge and skills.
2. Instructors of adults have preferences for meeting their needs. Their preferences are concerned with learning experiences for developing their knowledge and skills, and these learning experiences may take the form of in-house training, on-the-job experience, undergraduate or graduate level university courses.
3. Teachers of adults are generally aware of the available opportunities for meeting their professional development

needs. In-house training and on-the-job experience are obvious learning opportunities; however, it was also assumed that adult education instructors are usually aware of available formal courses or programs related to the field of adult education.

In addition to the above mentioned major assumptions, certain common assumptions associated with the use of questionnaires and interviews were also made. For example, it was assumed that the respondents would answer questions honestly and exhibit a positive attitude towards the study.

D. Definition of Terms

A number of significant terms were used throughout this report. Certain terms which can be regarded as being interchangeable, will be identified.

Adult Education

Knowles (1979:40) has a broad definition of "adult education" suggesting that it includes almost all experiences of mature men and women by which they "acquire new knowledge, understanding, skills, attitudes, values and interests." He describes it as a process used by adults for their self-development. When Roberts (1982:16) defines "adult education," he points out that it "is reserved in practice for processes that lie outside the regular full-time regime of college or university admission and study in which

these adults are engaged." Knowles' definition, along with Roberts' qualification, were applied to this study.

Adult Educator

This is a general term which can include administrators, consultants, instructors, or planners who have a primary or secondary function related to the education of adults. Since an "adult educator" can have a variety of roles, it was important in this study to distinguish between adult educators and instructors of adults.

Instructors of Adults

"Instructors of adults" was defined in this study as those people whose primary role was to instruct or teach adult learners, either on a part-time or full-time basis. The following terms were considered to be interchangeable with the term "instructors of adults": "teachers of adults," and "adult education instructors."

Adult Learners

"Adult learners" refers to people regarded as adults by the society in which they live, who are engaged in the process of learning at any level.

Adult Learning

Miller and Verduin, Jr. (1979:3) define "adult learning" as being "continuous lifelong learning for personal and career growth."

Their definition, especially the reference to personal and career growth, was closely related to the purpose of this study.

Training

Miller and Verduin, Jr. (1979) referred to "training" as learning that was job-related and directed toward the improvement of on-the-job skills. For the purpose of this report, training was associated with the learning of one or two specific skills that were job-related.

Staff Development

According to Konrad (1973:47), "staff development is any activity that enhances the effectiveness of staff." While carrying out research for this study, "staff development" was regarded in a more general sense than professional development in that it included activities that enhanced the effectiveness of all staff members at an institution engaged in the education of adults, including support staff. Despite this slight difference, the example of sources for the literature review which used "staff development" and "professional development" on an interchangeable basis was followed in this study.

Professional Development

With reference to Konrad, Elliott, McNeal and Sonoda (1982), an appropriate definition for "professional development" was the upgrading of a person's job-related knowledge and skills. As already indicated, "professional development" and "staff

development" have been used on an interchangeable basis in this study.

Need

A simple definition of "need" has been described by Borg and Gall (1983). They view a "need" as a discrepancy between an existing set of conditions and a desired set of conditions. Their definition is adequate, but can be further refined to include Burton and Merrill's (1977) definition of a "felt need," which they described as being synonymous with want, and usually identified by asking people what they need.

The following definitions describe categories of adult education instructors. For organizational purposes, these categories were applied to the literature review.

Adult Basic Education Instructors

This category of teachers includes instructors concerned with literacy, remedial, and basic educational upgrading of adults whose first language is English.

English as a Second Language Instructors

As the title implies, these instructors are concerned with teaching adults whose first language is not English. The purpose of their instruction is to improve the adult learners' verbal, listening and writing skills in the English Language.

College/University Level Adult Education Instructors

These instructors are academically or technically qualified, and are normally instructing at the postsecondary level.

Generalists

Under the category of "generalists," Campbell (1977) includes trainers and other instructors of adults whose positions may involve a number of functions besides teaching, such as administration and program development.

Volunteers

Instructors categorized as "volunteers" may or may not have formal certification or academic qualifications, but by virture of their experience and/or skills, are qualified to teach in their particular field. According to Campbell (1977), volunteers are a unique group in that they are unpaid, and they likely form the majority of adult education instructors.

E. Delimitations

Like most academic endeavors, this study was subjected to certain delimitations in order to restrict it to manageable proportions. The major delimitations, mainly concerned with population and geography, were as follows:

1. The population used in this study consisted of instructors of adults involved in the teaching of continuing or adult education courses of a credit/non-credit nature.

2. This study was restricted to the following Edmonton area adult education agencies and postsecondary institutions:
    a. Alberta Vocational Centre, Edmonton;
    b. Edmonton Catholic Schools Continuing Education Department;
    c. Edmonton Public Schools Continuing Education Department;
    d. Grant MacEwan Community College;
    e. Northern Alberta Institute of Technology (Evening/ Extension); and,
    f. Faculty of Extension, University of Alberta.

Since this study was concerned with instructors of adults, elementary and secondary teachers were not included unless they were teaching adults on a part-time basis in one of the agencies or institutions listed above. The participating adult education agencies or institutions were representative of the most important public adult education centres in Edmonton. There are many private agencies or institutions for adult learners; however, these warrant attention in a separate study.

F. Limitations

Certain limitations applied to this report. For example, the results of the study have limited generalizability because they apply only to instructors of adults in situations similar to those of the sample. In particular, the results of this research are not

generalizable to:

1. instructors of adults involved exclusively in regular full-time programs offered by colleges and universities;
2. instructors of adults employed by private adult education agencies;
3. instructors of adults in other urban centres and in non-urban areas; and,
4. adult education instructors in other time periods.

The study is further limited in that the perceptions of adult education instructors, not those of adult learners, were examined and analyzed. Nor were the perceptions of administrators, counsellors, program developers or coordinators taken into account, unless part of their job involved some teaching duties.

In regard to the adult education institutions included in the study, the generalizability of the respondents' perceptions applied only to instructors involved in the adult education/continuing education divisions of the Northern Alberta Institute of Technology (NAIT), Grant MacEwan Community College, and the University of Alberta. Instructors involved in the regular full-time programs of these institutions where the clientele normally consists of students in the eighteen to twenty-four year old age group, were not included as part of the sample unless they taught part-time with the adult education/continuing education divisions of their respective institutions.

G. Organization of the Report

The first Chapter has provided a statement of the problem of the study along with a series of subproblems for examination. The significance of the study has been described along with some of the assumptions associated with research of this nature. In addition, several terms have been defined, and the delimitations and limitations of the study have been stated.

Chapter II contains an examination of literature related to the problem. The literature review, which concentrates on the needs of different types of adult education instructors, focuses on four areas: need for preparation, knowledge and skills required, types of programs, and the relationship of the literature to the research problem.

Chapter III focuses on the research methods used in the study. The different stages of the research are explained including sample selection, development and distribution of the instruments, responses received, and treatment of data.

The characteristics of adult education instructors in the Edmonton area are described in Chapter IV. A profile of the typical instructor of adults, based on information collected from the sample, is included in this chapter.

A description and analysis of the data collected on the professional development activities and needs of adult education instructors, is presented in Chapter V. Comparisons are made between the different sources of data, as well as with related literature.

The report is concluded in Chapter VI. A summary and a discussion of the data analysis are presented. Finally, conclusions are stated along with recommendations based on the results of the study.

Chapter II

REVIEW OF THE LITERATURE

There is a wealth of literature, especially over the past decade, which examines the training needs of instructors involved with adult education. The available literature originates in a variety of countries including Australia, Canada, France, Finland, the United Kingdom, the United States, and West Germany. The needs of different types of adult education instructors such as those who can be categorized as Adult Basic English (ABE), English as a Second Language (ESL), generalist, volunteer, or college/ university level instructors, have been examined in the literature. Research was also carried out on different types of needs of adult education instructors, as well as on some of the programs designed to meet their needs.

The literature presented in this chapter is divided into four sections. The intent of the first section of the literature review is to determine whether or not there is a need for initial and/or further preparation of instructors of adults. Since there are different types of teachers, it is assumed that there might be different needs in accordance with the responsibilities of the instructors. The second section focuses on the knowledge and skills required by adult education instructors. The different types of knowledge and skills needed by instructors are reviewed and recorded.

The types of programs available for the training and preparation of adult education instructors are examined in the third section of the literature review. Particular emphasis is focused on programs which are available in or near the geographical delimitations of this study. The last section of the review of literature draws relationships between the available literature and the present study. This section serves as a summary statement of the related literature.

A. Need for Instructor Preparation

Burton and Merrill (1977) suggested that a "felt need" was synonymous with want. Keeping their definition in mind, "need" was viewed as a requirement which adult education instructors felt was important to their self-development or professional development as instructors. Depending on their instructional role, teachers of adults may require certain abilities, skills, knowledge and attitudes to enable them to carry out their duties in an effective manner. Possession of applicable abilities, skills, knowledge and attitudes may be regarded by instructors as important needs.

The first section of this review is divided into five parts. Each part is concerned with the need for preparation by categories of adult education instructors.

Adult Basic Education

Over the past decade, Adult Basic Education (ABE) has received considerable attention as a topic of research in adult education. Some research in Canada has indicated a need for the training of ABE instructors.

Thomas (1976) felt that an area of concern for people engaged in ABE was the need for more professional development and training opportunities. A recent OISE study (1983) indicated a lack of specialized training for Adult Basic Education instructors in the Toronto area. Of the ABE teachers contacted, 80 percent received no orientation at all, or spent only about a day observing an ABE class. The OISE study also revealed that many ABE instructors were regular elementary or secondary teachers who eventually became full-time Adult Basic Education instructors.

A Mississippi survey undertaken by Camperall, Rachal and Pierce (1983:78) yielded findings similar to those of the OISE study, and indicated that there was "an urgent need to train teachers in methods which will attract and retain disadvantaged adults." Bowes (1982) pointed out that much research suggested that there was a difference between the training required for teaching regular K-12 students and the training needed to become competent ABE teachers. As long as ABE instructors continued to be drawn from the regular K-12 teacher ranks, Bowes (1982) believed that there would be a need for additional training.

Some studies indicated that ABE teachers were aware of their need for further preparation. For example, ABE teachers and

program coordinators in the State of Washington agreed on the need for training in ABE curriculum and materials, and in dealing with special needs students (Stafford, 1981).

English as a Second Language

English as a Second Language (ESL) teachers have to be flexible because they might teach a class of children in the morning, and a class of adults at night. Yalden (1983) suggested that ESL adult education classes required a range of learning materials and activities different from those used with young children or high school learners. She felt that teacher training goals and objectives needed a thorough reassessment, part of which should take the form of examining the degree to which all English as a Second Language teachers possessed skills required in the 1980s.

In regard to the need for further ESL training, the views of Huckin and Olsen (1984) are similar to Yalden's. They suggested that in order to teach technical communication courses effectively to non-native English-speaking students and professionals, ESL instructors should take appropriate teacher-training programs.

David Piper (1984) contended that educational agencies such as the Calgary School Board have commented on the unavailability of qualified ESL staff. According to Piper (1984:4) it is "in the context of this need and of the related community pressure then, that the University Programme [in ESL] must be conceived and developed."

Volunteers in Adult Education

Campbell (1977:182) suggested that volunteers and part-time workers formed the backbone of adult education, but that "only an insignificant fraction of these have had training in leading or teaching adults." He emphasized that volunteers could not be expected to reach their maximum effectiveness without some guidance.

Ilsley and Feeney (1978) stated that the increase in training, delivery systems, and the professionalization of adult education programs have limited the ability to incorporate volunteers. They suggested that unless volunteers were adequately pre-screened and assigned specific duties, effectively trained, and properly supervised, their time would probably be wasted.

While acknowledging that a great deal of volunteer training has taken place in British Columbia, Haughey (1986:23) pointed out that "there is no single educational agency responsible for the overall training of volunteers or for their professional development." He suggested that aside from a few notable exceptions (i.e. some community schools), no B.C. school board, college or university has ever been responsible for overall volunteer training.

In the Edmonton area, there is evidence that adult education volunteers receive some training. For example, an adult literacy program called "Prospects" uses volunteer tutors to help adults experiencing problems with reading and writing tasks. All prospective tutors are interviewed by the coordinator of the

programs to determine their interests and preferences, and are asked to attend twelve hours of training sessions (Reston, 1987).

College/University Level Adult Education

In his study, Campbell (1977) stressed that the growth of the number of adult education students, adult educators, and adult education agencies, created a pressing need to prepare leaders for the adult education field. At the time of his study, Campbell (1977) reported that in many parts of Canada, no formal training in adult education was regularly available to the public at large. His findings were similar to Weleschuk's (1977) whose research indicated a perceived need by instructors for further instructor development in Alberta Colleges.

Atter and Fox (1978) suggested that there was a dearth of advanced level courses for full-time adult education staff members in the United Kingdom. Their views appeared to be shared by researchers in Australia (Allsop, 1978), Finland (Peltonen, 1981), and France (Guerin, 1982). Universities in these countries appeared to be concentrating on the training of teachers of the young, but not teachers of adults.

In the United Kingdom, Bradley, Chesson and Silverleaf (1983) stated that the need for Further Education staff to refresh their experience and gain new subject knowledge or teaching skills, was greater than ever. They reported that college staff members themselves had indicated that after several years teaching, they had become "stale."

The conference on "The Training and Further Training of Adult Educators" at Geiranger, Norway (1982) looked at all levels of adult education, including the university level. Legge (1982:61), a reporter at the conference, stated that "many teachers of critical skills, e.g. civil engineering, medicine, have not themselves had training in teaching." Legges's observation appeared to reflect a parallel situation in Canada, at least in the province of British Columbia.

Haughey (1986:26) stated that in B.C., an ironical situation existed whereby "many professional adult educators specialize in meeting the continuing education needs of other professionals while neglecting their own." In his work, Haughey (1986) cited data from an unpublished 1981 document by John Stonehouse entitled "B.C. Continuing Educators' Professional Development Survey Final Report." Based on the findings of Stonehouse's report and other research, Haughey (1986:25) suggested that "adult educators in B.C. had definable professional development or in-service needs that they felt should be met."

It was revealed by Haughey (1986:25) that since 1982/83, provincial government and professional body representatives have reported an almost total decline of province-wide professional development activity in B.C. He noticed a lack of provincially or professional-body coordinated attempts to "define, validate, and satisfy" the needs of adult educators in B.C. Haughey (1986) attributed the collapse of provincial funding as a reason for the above situation.

Adult Education Generalists

As indicated in Chapter I, included under the category of generalists are trainers and other instructors of adults whose positions might involve a number of other functions besides teaching. Knowles (1970) felt that trainers were adult educators who belonged to the general field of adult education, and he referred to them as adult education generalists. He believed that trainers required preparation and in-service education which would inform them about where they fitted into a training sequence design, and the specific objectives to be achieved by their training. In addition, Knowles (1970) stated that trainers should find out who their learners were, and what were the special needs and expectations of their learners.

Verner (1978) believed that the field of continuing education would need increasing numbers of individuals educated specifically to provide programs for adults. One of Campbell's (1977) surveys indicated a need for the training of the mass of part-time and volunteer adult education workers, perhaps implying that qualified trainers would be needed to train them. In both cases, one might infer that more training for generalists was needed.

Elsdon (1982:82) reported that "the training of teachers (and that of their trainers) is in itself a branch of the education of adults, and that the aims and objectives of teacher training are to be sought not in training processes, structures or awards, but in the quality of learning which it produces in the learners subsequently taught by the trainees." In other words, he felt that

the training needs of the instructors should be identified by looking at the characteristics and needs of adult learners.

Summary

The literature reviewed, which covered the past decade, suggested that certain categories of instructors of adults appeared to have greater needs than others. Specialized ABE training was needed in parts of Canada ten years ago, and more recent research indicated that this situation has not changed very much. Many ABE instructors were trained mainly as K-12 teachers and may only instruct Adult Basic Education on a part-time basis. In view of these two factors then, adult education instructors in this category have special needs.

In regard to ESL instructors, the review of literature indicated that while ESL teacher training programs were available, they needed to be upgraded to meet the demands of industry and educational institutions. In addition, while acknowledging that some ESL teachers have received training, the literature suggested that further professional development training was needed to meet present and future demands.

According to recent research, a trend towards professionalism appears to have developed in adult education, resulting in a greater demand for the training of volunteers in order for them to become more effective in their various tasks. A decade ago, there was very little provision for the training of adult education volunteers in Canada. Recent research has indicated that the volunteer training situation has improved, but is still

individualized in nature.

The literature review has suggested that it was up to the universities to provide advanced level courses in adult education for college teachers as well as others who were fully engaged in adult education activities. It was emphasized that such advanced level courses should be taught by qualified professors. A shortage of such offerings in certain parts of the world may indicate a lack of university professors to instruct adult education courses.

As was the case for college/university level instructors of adults, the literature review has indicated that generalists required further preparation in their respective fields. Some of the research implied that their further preparation should be learner-centred.

Not all instructors of adults can be conveniently categorized into one of the five groupings used in this review; consequently, the needs of all instructors of adults have not been examined. However, the categories represent a reasonable cross section of the broad field of adult education. On the basis of the research reported in the literature, the need for further preparation in the form of professional development activities has been indicated for instructors of adults in general.

B. Knowledge and Skills Required

Specific skills and knowledge requirements will likely vary depending on the particular aspect of adult education instruction being examined. Quite often, the needs of instructors of adults are

expressed in terms of "having the ability to...," and the training that is required should ensure that the instructors attain various skill or knowledge-oriented abilities. In this section of the literature review the needs of four different categories of instructors are examined.

Needs of ABE Instructors

Almost one-half of the respondents to Thomas' (1976) survey indicated that their greatest need for training was in the area of interpersonal skills, and about one-third of them felt that they needed more training in curriculum skills. Based on her research, Thomas stressed that ABE instructors needed further training in human relations skills as well as other areas such as changing over from group-oriented methods of instruction to individualized ones, reading problems, and the detection and handling of learning disabilities in adults. The OISE study (1983), on the other hand, indicated that Adult Basic Education teachers required more preparation in regard to knowledge and materials.

In the United States, Bowes (1982) revealed findings similar to the Canadian studies. According to Bowes (1982), emphasis on staff development for ABE teachers has been concentrated on improving the knowledge and skills of the individual classroom instructor, and on the development of teacher-made materials to be used with a wide range of Adult Basic Education students. Other needed skills suggested by ABE instructors included understanding student needs and adult learners in general, as well as subject competency.

An informal Mississippi study by Camperell, Rachal and Pierce (1983) resulted in different findings when compared to the Canadian studies and Bowes' research. A 24-item questionnaire was administered to 107 part-time teachers employed by ABE programs in Mississippi. A total of 49 respondents listed motivational techniques as their first, second, or third choice for training needs, with the lowest response rate (23 as first, second or third choice) being given to subject area knowledge.

Needs of ESL Instructors

Like ABE instructors, the literature indicated that English as a Second Language instructors had certain needs which often reflected the clientele they taught. For example, Yalden (1983) proposed that appropriate training for ESL teachers would result in their becoming self-reliant and able to respond to student needs. The skills and knowledge which she suggested for such training included the following:

1. a sound linguistic training background, which would ensure a knowledge of language and its functions, and acquaintance with contemporary models of language;

2. the ability to apply models of language to English for personal understanding and preparing simple description for ESL students;

3. an understanding of the social and cultural aspects of teaching ESL in order to gain an understanding of other cultures, treat the language or dialects of English used by minority groups with respect and to be able to work with other subject matter specialists to integrate ESL with the rest of the curriculum;

4. having competence in the theory and techniques of second language teaching;

5. having the ability to design entire courses of study in order to evaluate and select published materials, adapt such materials to local conditions, and develop units or modules incorporating the use of authentic or 'real world' texts and/or recordings;

6. possessing the ability to select and/or develop appropriate diagnostic or proficiency testing instruments; and,

7. having the ability to evaluate the overall design of an ESL curriculum in a given institutional setting.

A Quebec survey by Terroux (1983) used an open-ended questionnaire which was sent to 145 ESL teachers, asking them what subjects should have a high priority in a course for English as a Second Language instructors. Terroux's (1983:86) findings revealed a need for "some aspect of the notional/functional syllabus [emphasis on conversation, survival skills and practical things related to everyday life] and the communications approach [informal letters, use of telephone]," and more knowledge about grammar, especially tenses. Other concerns of the respondents included increased knowledge about testing, using integrated activities, and basic second language theory and methodology.

At the University of Calgary, Piper (1984) also suggested that ESL teachers needed a course offering up-to-date overviews of theory and practice in English as a Second Language. Other suggested needs included a firm grasp of grammar, and the ability to implement high motivational skills along with good general teaching skills. In addition, Piper (1984:4) emphasized that "the

teaching of ESL demands, perhaps above all else, good general communicative skills together with a lively awareness of, and the sensitivity to the dynamics of a multicultural society."

Needs of College/University Level Instructors of Adults

Brookfield (1985) stated that in the United States, graduate students in adult education were expected to master skills such as setting objectives, carrying out needs assessments, developing programs in different modes, designing and managing instruction, and being able to evaluate adult education activities. Such skills seemed to be designed to meet the needs of program coordinators, rather than instructors.

In contrast to Brookfield's (1985) report, Berquist and Phillips (1975) regarded instructional improvement as being part of faculty development. They indicated that the skills required for instructional improvement included course design, curriculum development, diagnosis of student needs, instructional methodology and technology, and evaluation.

Needed skills for college instructors had been emphasized by Bate and McIntosh (1972) who described three dimensions of staff development -- individual, program and organizational improvement. They viewed individual improvement as providing the means for instructors to keep up-to-date in their areas of academic specialization or vocational competence. In addition, they suggested that provision be made for instructors to develop skills in designing, operating and evaluating learning situations for their students.

In his report, Haughey (1986) cited data from an unpublished document by John Stonehouse (1981) entitled "B.C. Continuing Educators' Professional Development Survey Final Report." Stonehouse's respondents were asked to rate themselves against seven major skills which continuing education practitioners could be expected to perform. These seven skills were:

1. assess community needs;
2. plan courses and programs;
3. promote and market courses and programs;
4. manage courses and programs;
5. manage personnel;
6. practise communication skills; and,
7. conduct evaluation

Haughey (1986) reported that the strong areas indicated by the instructors were "plan courses and programs" and "manage courses and programs." Their weakest general competence area proved to be "conduct evaluation."

A study by Konrad (1973) involved a survey of staff development practices in thirty-one colleges in western Canada. He noted that in-service training and professional development objectives received predominant emphasis in the staff development programs of the responding colleges. The objectives for in-service training were related to the improvement of instructing and learning, and included issues such as interpersonal relationships, curriculum development, instructional methodologies, and evaluation procedures. Under professional development, the emphasis was on keeping abreast of advances in knowledge in general, and in the specialty areas of the individual staff members.

A more recent but unpublished survey by Konrad (1978) was conducted under the auspices of the Program Development Task Force of the University of Alberta. Questionnaires were sent to the instructors of ten Alberta community colleges, four Alberta Vocational Centres, and two institutes of technology (NAIT and SAIT). The results of Konrad's (1978) survey provided an indication of the need for professional development as well as the types of skills and knowledge required by college instructors. The instructors felt that their greatest needs in order of importance were as follows:

1. keeping informed of new developments in their teaching area;
2. communication skills;
3. expanding knowledge of teaching area; and,
4. motivating students.

Konrad's (1978) survey results were quite significant for the present study because of the geographical area it dealt with and the institutions involved in his study.

A study by Collin (1977) was of special interest to this report because of the institution involved -- Grant MacEwan Community College. Based on his research, Collin (1977:20) suggested that there was a "need for a comprehensive, integrated, and on-going staff development program for all staff -- administrative, instructional, and support -- in the community-junior college." According to Collin (1977), the rapid growth in number, enrollment, and complexity of western Canadian community colleges had created many staff development needs. For

example, there was a need for more and better educated staff with a greater diversity of competencies, plus a need for new techniques or methods of instruction and administration. He referred to the above requirements as "growth" needs (needs which result from the increase in size or complexity of an organization).

Besides growth needs, Collin (1977) described "membership" needs which were related to human satisfaction and development. In the context of a community college, Collin (1977:78) stated that membership needs could be identified as the need to: acquire greater human-relation skills; have a voice in program planning; improve teaching skills or techniques; provide opportunities for reading; and, attend conferences or travel to broaden one's understanding of the world where he or she lives and works.

Collin (1977:17) indicated that researchers concerned with community colleges suggested that the most needed quality among college faculty was "the ability to project themselves to students as part of the humanizing process." In other words, instructors had to be prepared to reach a wide range of students having varied academic abilities and cultural backgrounds.

Needs of Adult Education Generalists and Volunteers

As defined earlier, generalists are trainers and other instructors of adults who might have adult education roles in addition to their teaching duties. Sometimes volunteers find themselves involved in several different roles; consequently, their needs are likely to be similar to those of the generalists. As defined in Chapter I, adult educators might be instructors, but they

likely have other adult education roles as well -- thus they have been included with the generalists in this part of the literature review.

Research by Schlunder and Schweisfurth (1977) described full-time adult educators as people who tended to have backgrounds of other occupations and who had started their adult education careers on a part-time basis. Respondents to Schlunder and Schweisfurth's (1977) survey reflected this profile. These same respondents also expressed a need for practical experience and subject-oriented knowledge.

Lindsay (1984) also wrote about the needed skills of adult educators -- skills which he described as often being stated in broad terms. According to Lindsay (1984), the essential skills of adult educators usually relate to planning, instructing (especially in a nondirective manner), evaluating, making effective use of adult learner life experiences, communicating, and creating an environment conducive to learning.

The needed skills and knowledge of adult education generalists were stated in broad terms by Moon-Birkey (1984) who felt that instructors of adults were usually generalists and, therefore, they should understand the learning process in a variety of environments and content areas. In other words, a knowledge of the variety of individual learning styles was important when teaching adults.

Adult education tutors in Hampshire, U.K., have been offered a "Skills of Teaching Adults" in-service training course for several years. Respondents to a survey by Wilkinson (1985) indicated that

they took this course in order to improve their teaching skills, to try to understand people more, and to present their subjects in the best way possible for adults. Wilkinson's findings were similar to an earlier British study by Legge (1968) who suggested that there was a need for teachers of adults to learn more about the approach and relationships one would use with adult learners.

A number of researchers (Brough, 1981; Brockett, 1983; Carter, 1983, and Elsdon, 1984) were very specific when they described the knowledge and skills needed by adult educators. For example, Brough (1981) used the "Adult Educator Self-Assessment Inventory" comprised of 69 competency statements to illustrate the competencies needed by adult educators. Ten key competency statements which may be regarded as being representative of some of the learning needs of adult educators are listed below:

1. assessing learning needs;
2. using relevant and effective instructional methods;
3. developing effective working relationships with adult learners;
4. exhibiting behavior reflecting a feeling for the dignity and worth of individuals;
5. developing and organizing curriculum reflecting needs of adult learners;
6. developing appropriate goals and objectives for adult programs;
7. developing conditions which facilitate learning;
8. demonstrating a commitment to lifelong learning;
9. understanding the purpose of adult education within the community; and,

10. assisting individual adjustment to the changing nature of society.

Carter (1983:78) has proposed five perspectives or areas of competence needed by adult educators in order to "formulate adequate modes for responding to the problematic situations they encounter." The five perspectives outlined below represent Carter's (1983) understanding of the range of challenges involved in adult education practice:

1. Coping with the work environment -- Adult educators must take into consideration the many aspects of their working environment including social, economic and political systems;

2. Systematic inquiry -- Adult education practitioners must often seek information through their own inquiries and should learn the skill of engaging in systematic inquiry in order to be more productive. Achieving such a skill will enable them to formulate "potentially telling questions" and use correct processes to answer such questions;

3. Programming -- Knowledge of effective program development strategies will help adult educators to formulate plans of their own design and react adequately to problematic situations;

4. Human behavior -- Adult education practitioners should acquire insights into human development and behavior in order to gain a better understanding of human communications; and,

5. Focusing on the professional -- More attention should be given to organizational behavior so that potential adult educators complete the transition from being students to practitioners.

Carter (1983:79) felt that "educational preparation should help practitioners consider all five perspectives in their professional practice."

Unlike Brough or Carter, Brockett (1983) emphasized one skill for adult educators -- a skill related to interpersonal relationships with adult learners. Brockett (1983) stated that when adult educators served as facilitators of self-directed learning, they needed more than just a thorough knowledge of the content area. He noted that with the increased emphasis on individual approaches to teaching, there was a need to develop strong interpersonal relationships with adult learners. Brockett (1983) suggested a number of helping or basic interpersonal relating skills which adult educators serving as tutors or mentors needed. Such helping skills included attending (awareness of verbal and nonverbal behavior), responding (empathy, respect, and genuineness), and understanding.

Probably the most detailed study on skills required by adult education generalists has been done by Elsdon in the United Kingdom. Elsdon (1984) believed that there were a number of skills required from a teacher of adults, ten of which are summarized below:

1. having an understanding of the individual learning processes, strengths and obstacles of adults in general, plus a knowledge of how the above are affected by physical changes, developmental and external factors;

2. having an ability to identify the motives of learners (what they want to learn and what they need to learn);

3. being able to identify learners' prior knowledge, experiences, skills, and attitudes, and determining how

these can be used effectively as foundations for new learning, or be neutralized if they might be obstacles to knowledge;

4. having an ability to form and maintain effective, responsible and mutually supportive learning groups;

5. being sensitive enough to become empathetic to the large variety of individual differences, difficulties and strengths found in any group of adults, and being able to exploit these for individual and group learning processes;

6. possessing curricular skills and inventiveness;

7. having practical and methodological flexibility and adventurousness in order to cope with a great variety of course timings, locations and facilities, which are often far from being ideal;

8. possessing fundamental humility and respect for the adult learning group which likely has a store of experience and wisdom from which the teacher can learn;

9. having a commitment to one's personal judgement and responsibility for high standards in the pursuit of knowledge and skills, and realizing the potential of each individual learner and the adult learner group; and,

10. possessing a willingness to be self-critical, and the skill of observing and evaluating the qualitative and quantitative changes which the educational process causes in the learners, as well as the teacher himself, both during and after the course -- then being able to apply the results to the curriculum and methods.

One of the most recent Alberta-based studies concerning needs of instructors was the Evaluation Report Outreach Pilot Project by Chapman (1987). Since September, 1984, the Department of Industrial and Vocational Education had been

conducting an Outreach Program in centres ranging from Calgary to Fort McMurray. The Outreach Program was aimed at adult education practitioners and the ultimate goal for the participants was to obtain a BEd degree.

Data from questionnaires and interviews were collected from Calgary, Edmonton, Fairview, Fort McMurray, Grande Prairie, Grouard, Olds, Red Deer and Slave Lake. The students taking at least one course or more in the program were mainly adult educators from the Northern Alberta Institute of Technology (NAIT), the Southern Alberta Institute of Technology (SAIT), Alberta Vocational Centre (AVC) Grouard, and Fairview, Grande Prairie, Keyano, Mount Royal, Olds and Red Deer Colleges. While many students were college level instructors, the Outreach Program was open to all staff members in some of the participating institutions including administrators, secretaries and technical support staff; therefore, the findings of Chapman's (1987) study have been included under the generalist category.

In the questionnaire, the Outreach students were asked to list their three greatest professional development needs in order of importance. Based on information from the report (Chapman, 1987) their responses are categorized in Table 2.1 in regard to needs, which have been rank-ordered according to combined (first, second and third choices) overall choices. In most categories, the responses have been categorized into urban (Edmonton and Calgary) and rural (all other centres) responses.

Table 2.1

Rank Order of Professional Development Needs of Outreach Respondents*

Needs	Urban Response Frequency	Rural Response Frequency
1 Obtaining a degree	22	30
2 Administrative/Management-related needs	17	22
3 Teaching skills/methodology/motivation	12	19
4 Technical skills	16	13
5 Knowledge-related needs	19	9
6 Instructional design/curriculum development	12	11
7 Computer-related	13	8
8 Communications-related	8	6
9 Counselling	8**	
10 Evaluation	7**	
11 Personal development	5**	

*Based on Chapman (1987)
**Data not categorized by urban and rural responses

The goal chosen first most often was "obtaining a degree," with the rural respondents out-numbering urban ones by a ratio of

more than two to one. More urban respondents indicated needs in the areas of knowledge, technical skills, and computers, while more rural respondents listed administrative and teaching skills as one of their three choices. Urban and rural respondents were almost evenly divided in regard to communications and instructional/curriculum design needs.

In view of the urban focus of the present study, the urban responses to the Outreach Project evaluation are especially relevant. In regard to knowledge-related needs, a noteworthy difference occurs when the urban responses are ranked separately from the rural ones. Instead of being ranked fifth as part of the combined total response, or sixth if the rural responses are ranked separately, knowledge-related needs would be ranked as a close second to obtaining a degree, which in view of the respondents to Chapman's survey was probably more of an objective than a need.

Summary

Even though Adult Basic Education instructors teach similar kinds of learners, the needs perceived by various ABE instructors, as well as by some of the researchers, vary. The ability to understand the needs of ABE students and to develop interpersonal skills, along with knowing how to develop appropriate materials for instruction, appeared to be emphasized most frequently.

Second language teaching competencies -- including theory, techniques and methods -- were the ESL instructor needs most frequently mentioned in the literature. Learning to use the communication approach when teaching was also prominent. The

ability to develop appropriate tests was an important needed skill and was mentioned on more than one occasion in the literature. With respect to knowledge, a sound knowledge of English grammar was emphasized. Finally, in regard to attitudes, an appreciation of other cultures appeared to be an important skill which was stressed in the literature.

A number of skills and knowledge requirements for college/university level instructors were frequently mentioned in the literature. Skills in instructional methodology were often emphasized along with the need for good communication skills. Course and program planning and design, plus curriculum development, were other needed skills stressed in the literature. Less frequently mentioned, but still important, was the need for having good interpersonal skills with adult learners. The advancement and relevance of instructor knowledge was heavily stressed in some studies but was ignored in those which concentrated on skills.

The grouping of volunteers and especially adult educators with generalists, resulted in a wide range of needed skills and knowledge. Subject-oriented knowledge was strongly exphasized by some studies which stressed that knowledge was not enough when teaching adults -- certain accompanying skills and attitudes were also needed. Required attitudes included having better understanding and feelings of empathy with adult learners. Appreciating the dignity and worth of the adult learners was also emphasized in certain studies.

Numerous needed skills were mentioned, with being able to use flexible instructional methods receiving the most emphasis. Having good interpersonal skills and developing curriculum were other skills frequently mentioned by various writers. Creating an environment effective for learning, programming/planning skills, assessing learning needs, and communication skills, while not mentioned as frequently as the other skills above, were nevertheless considered important according to some of the researchers.

C. Types of Programs

Four aspects of types of programs for the training or further preparation of adult education instructors are identified in the literature. Part of the review was carried out with the aim of identifying which agencies or institutions should be responsible for preparing instructors of adults. A second aspect of the review examined the different types of formats that might be suitable for the preparation of instructors. Thirdly, the literature review focused on various programs for adult education instructors which were in operation. Finally, proposed models or suggestions concerning programs for the training and further prepartion of teachers of adults were examined.

Responsibility for Training and Further Preparation

Generally speaking, the training and preparation for adult education instructors has been left up to the universities in

Canada, the United States, and the United Kingdom. Research by Haughey (1986) indicated that aside from a few exceptions, professional educators specializing in adult education in Canada have received their formal preparation in universities. Such a situation appeared to be supported by Campbell (1977) who found that training programs offered by agencies other than universities were usually highly specific, restricted, and sporadic.

Collin (1977) suggested that community colleges had a unique character due to the primary role of such institutions -- teaching as opposed to research. In light of this role, he emphasized that improved teaching should be an on-going concern for community colleges. While Collin acknowledged that there was evidence suggesting an inadequacy of staff preparation programs in the United States and Canada, he pointed out that such a situation was starting to change since an increasing number of universities, especially in the United States, had commenced college instructor preparation programs.

Research by Konrad (1973) and Aidoo-Taylor (1986) indicated that many colleges and institutes of technologies had assumed responsibility for the further preparation of their instructors by having their own staff development programs. Based on his survey, Konrad (1973) concluded that staff development functions were being served in one manner or another at most western Canadian non-university postsecondary institutions.

Results of the Ontario Ministry of Education study (1981) suggested that training of "some sort" was essential for adult education instructors who never had any kind of preparation (either

pedagogical or andragogical). The report identified the Ministry of Education, and the Ministry of Colleges and Universities, as possible sources of leadership for developing short and long courses for the further preparation of adult education instructors.

In British Columbia, Haughey (1986) advised that given the absence of a centrally coordinated approach for the professional development of adult educators, practitioners in the field would have to take on a greater role in specifying their own needs and in designing ways to meet them. In regard to volunteers, Haughey (1986:23) stated that their training "is generally peculiar to the organization to which they are affiliated and the standard and effectiveness of this training varies widely." He stressed that while volunteer preparation for adult education activities appeared to be haphazard and unsystematic, this did not necessarily mean that individual agencies failed to properly prepare their volunteers.

Program Formats for Training and Further Preparation

Universities have been acknowledged as the leading formal sources of preparation for instructors of adults. Besides the formal nature of university preparation, several different formats have been used to meet the professional development needs of instructors. Examples of such formats can be identified in the literature.

About 53 percent of senior adult education officials surveyed by Campbell (1977) preferred a formal format, such as university programs specializing in adult education. A critic of formal study was Schultz (1972) who suggested that formal study paid a low

rate of return as far as staff development was concerned. He felt that giving faculty members sabbatical leave only resulted in their obtaining additional credentials needed to obtain another position, instead of providing improved service to the institution which provided the paid leave. Schultz (1972:44) stated that in the case of instructors who taught career occupation programs, work experience might be of greater value than formal study. He reasoned that "unless they keep up-to-date on development and requirements in the occupations for which they prepare students, their programs can quickly become invalid."

Konrad's survey (1978) of Alberta, non-university, post-secondary institution instructors revealed that 60 percent of the respondents preferred workshops, seminars, and professional development conferences for their further preparation and training. Weleschuk's (1977) findings indicated that college instructors preferred a high degree of personal involvement for learning and improving their knowledge and skills. The three most preferred methods for instructor development were group discussion, guided practice, and professional reading. At Grant MacEwan Community College, the formats used at the time of Collin's (1977) research were in-service core programs, workshops, seminars, and retreats.

Another type of format used in colleges involved peer groups. According to Giles (1972:8), one of the objectives of staff development was "to provide opportunities for peer group demonstrations of successful techniques or solutions to problems."

One type of format which seemed to be favored in the United Kingdom was short courses. Bradley, Chesson, and Silverleaf

(1983) reported that the range and number of short courses for further education instructors has increased dramatically in England over the past decade. Other popular formats in England included joint courses and seminars (Atter and Fox, 1978), and active participation in seminars (Legge, 1968).

Existing Training Programs

The literature has revealed that there is a variety of programs for the training and further preparation of instructors of adults. Some programs were planned for full-time attendance, while others for part-time attendance. In addition, the operating programs ranged from being formal to informal in nature.

In Britain, graduate students in adult education were usually required to take separate courses on the history, philosophy and sociology of adult education, as opposed to American universities where such separate courses were usually combined in a foundations course (Brookfield, 1983). Programs in the United Kingdom appeared to be more philosophical than the practical-oriented North American programs. According to Brookfield (1983:309), the British graduate student should be familiar with "the proper philosophical purposes of adult education."

At the time of his study, Legge (1968) stated that four specialized training colleges in the United Kingdom were offering one-year courses for people who wanted to teach full-time in technical colleges or colleges of further education. Oxford University also offered a long-term training scheme for adult educators, while the Universities of Edinburgh, Nottingham and

Manchester offered diplomas in adult education.

Training and preparation programs for instructors of adults can vary according to the special teaching areas of the instructors. Camperell, Rachal and Pierce (1983) stated that teachers in Mississippi ABE programs must complete two graduate courses dealing with the principles and methods associated with the field of adult education in general. Piper (1984) described the practicum experience as being an important component of the ESL program at the University of Calgary. In Manitoba, training for community college instructors consisted of a certificate program. Stalker (1983) reported that all Manitoba community college instructors must obtain a Certificate in Adult Education within a specified period of time.

Some postsecondary institutions have their own staff development programs. Examples of such programs can be found in two of the participating institutions in this study -- Grant MacEwan Community College and the Northern Alberta Institute of Technology.

Collin (1977:97) reported that Grant MacEwan Community College's first staff development program commenced on July 4, 1971, and consequently, "Grant MacEwan College became the first college in Western Canada, if not all Canada, to offer as one of its first activities as a college, an extensive orientation program for incoming staff." The College's first orientation was a success and led to a second orientation program in 1972 and, eventually to regular staff development activities throughout the academic year. By late 1974, the College had a full-time Staff Development

Committee of Academic Council. Collin (1977:105) stated that the main objective of the workshops held during Grant MacEwan's academic year was "to improve the instructional competence of the faculty." At present, the College continues to maintain an ongoing staff development program.

Like Grant MacEwan Community College, the Northern Alberta Institute of Technology (NAIT) has a section specifically designed for staff development. The section carries the designation of Staff Training and Personal Development and is headed by a Manager. As reported by Aidoo-Taylor (1986), this section organizes induction and orientation programs for newly recruited instructors, as well as in-service programs and activities for all of NAIT's instructors. NAIT also has a division called the Research and Academic Development Division (READ), which is headed by a Director. The purpose of READ "is to enhance and improve teaching and learning in the institution through various activities such as program planning, program development, instructional services and operational research" (Aidoo-Taylor, 1986:7). Thus, while many staff development activities have been organized at the Northern Alberta Institute of Technology, the emphasis appears to be on improved instruction.

As was indicated earlier, formal training for instructors of adults is usually conducted at the university level. Research by Shak (1984:331) indicated "that out of 32 British universities 11 have training programmes for adult education of which only three provide programmes at the certificate level for teachers, but nine provide programmes at the diploma level for adminstrators and

upper-level teaching staff, to be followed up by programmes leading to the MA in Education." At the time of her research, Shak (1984) reported that ten Canadian universities had training programs for adult education. Among the ten universities, two had certificate level programs, three diploma level, three offered BA Degrees, and seven offered MA Degrees.

Shak did not describe any doctoral level programs in adult education, but such programs, as pointed out by Haughey (1986:21) exist or have existed. The University of British Columbia, for example, "still maintains regular university programs at the Diploma, Master's and Doctoral level in Adult Education." Under special arrangements, two practising adult educators in British Columbia earned PhD degrees (1985/86) from the University of Victoria, with, as described by Haughey (1986:22), "substantial concentrations in adult education."

Since September, 1985, the University of Alberta has offered a MEd degree program in adult education. Prior to this time, a BEd degree program in adult education (initiated in 1971-72) was offered by the Department of Industrial and Vocational Education. Part of the BEd program was incorporated into the Department's Outreach Project (Chapman, 1987) which was started in September, 1984. In addition to these formal programs, the Department of Extension at the University of Alberta has offered short courses in adult education for a number of years.

The most recent formal adult education programs have been initiated in Quebec and Nova Scotia. Painchaud (1986:3) revealed that the University of Laval had a Certificate of Andragogy program

which was "part of the [Department of] Counselling and Orientation in the Education Sciences Faculty." Painchaud (1986:4) also stated that "McGill University recently joined most other Quebec universities in offering a university program in adult education either in undergraduate or graduate studies." Students who wanted to concentrate on adult education, could take a Master's in Education by registering in the Educational Psychology or the Policy Studies and Administration programs. In addition, she reported that Concordia University intended to offer an MA in Educational Studies in adult education in September, 1987.

Finally, Welton (1987) has indicated that the Centre for Continuing Studies at Hension College, and the Department of Education at Dalhousie University, have established a Certificate Program in Adult Education for individuals who did not want to take a university degree in the area.

Summary

There is general agreement in the literature that universities should provide formal training and preparation for instructors of adults. Expansion in university level programs for adult education has occurred over the past decade. The expansion has taken the form of programs ranging from certificate to Master's degree level formats, and has taken place not only in Alberta, but in other provinces as well, especially Quebec.

Certain institutions in Alberta have their own ongoing staff development programs providing in-service activities for staff members, plus orientation sessions for newly appointed

instructors. Grant MacEwan Community College and NAIT both offer such services to their staff.

What is evident from the literature examined, is that there is a wide range of needed knowledge and skills for all categories of instructors. Some of the literature has implied that an important need for instructors of adults is flexibility -- especially where meeting the needs of adult learners is concerned.

A spectrum of programs and courses is available to instructors of adults. For practising adult educators who do not wish to pursue a degree program, certificate programs, or at least short courses such as those offered by the Faculty of Extension at the University of Alberta, are available. In addition, certain postsecondary institutions usually host workshops or seminars which are often open to most adult education instructors in their area.

Proposed Models or Program Alternatives

Some suggestions and models for adult education programs have been proposed in the literature. Such proposals usually centred on what the researcher regarded as essential elements for people involved with adult education.

Campbell (1977) proposed a model of curriculum in training for adult education which had six constituent elements. His six elements are as follows: the adult learner -- the psychological context; the adult learner -- the sociological context; adult education -- the philosophical-historical context; adult education -- methods and resources; adult education systems --

organization and administration; and, adult education -- provision to a particular clientele/environment. Campbell (1977) believed that an understanding of the psychological and sociological conditions of adult life would lay the groundwork for a philosophical basis of adult education. The philosophical basis would incorporate aims, values, and concepts. An effective adult education program could then be developed in terms of such a base, and methodology and resources could then be applied to the base.

Over a period of time, knowledge useful to adult education has been identified. Verner (1978:45) has referred to such knowledge as "component knowledge at the core of the discipline," and has sorted it into the following categories: adult learning; psychology of adults; physiology of aging; adult instruction; instructional processes; instructional devices; the client system; the organizational system; the social setting; the role of adult education; and, historical foundations. Verner (1978) felt that these categories represented important areas of content and major spheres for research which could provide a structure for course construction. They were also useful for the identification of areas of specialization.

Carter (1983) suggested that a graduate curriculum in adult education should have four categories of what he referred to as experiences. The following represent an outline of the categories:

1. The critical and analytical study of the thoughts, experiences, inquiries and scholarly speculation of others, as found in the appropriate scholarly and professional literature;

2. The provison of internships and field experiences to enable adult education students to directly experience aspects of the practice of adult aducation;

3. Exercises in reflecting on what has been studied (how to use concepts and processes learned), observed or experienced; and,

4. Learning activities to provide opportunities to rehearse the use of conceptual ideas and processes in a nonthreatening environment which will provide feedback.

In a more general sense, Legge (1968) stated that a program for the initial training of teachers of adults should consist of a brief orientation period instead of a course packed with factual or theoretical knowledge. During the orientation period, much discussion would take place about beginning teachers' worries, their ideas about adult students, and the general characteristics of the kind of work they wanted to enter. In addition, Legge (1968) suggested that a beginning instructor should be involved in teaching a class as soon as possible.

Some adult educators have been concerned about the professionalization of adult education. For example, South (1982:39) criticized the notion of adult education becoming "a closed shop open only to those holding professional training certificates." He proposed the following double approach to training programs in adult education:

1. there should be formal, structured and certificated courses of training available, partly to give status and partly to provide a kind of professional passport, helpful on social and financial grounds; and,

2. there should be alternative possibilities of non-formal training opportunities and these are perhaps of the greatest importance.

Another alternative approach to professional development has been suggested by Haughey (1986:27). He emphasized that British Columbia had an excellent system of distance education which evolved largely as a result of the foresight "of a core of innovative practitioners." Haughey stated that it was ironic that the distance education system was designed to meet the educational needs of general and particular professional populations in the province, yet adult educators themselves have been the slowest group to use this system for their own professional advancement. Haughey (1987:15) believed that the latest technology, including computers, video-tapes, and video disks, could be used to fulfill the in-service training needs of the adult education community. Such technology would be applied to "a self-directed learning network for adult educators in B.C." The network would provide a means for linking adult education practitioners across the province during in-service training activities.

Summary

While somewhat varied in nature, the above models and suggestions stressed some common elements for adult education programs. These elements included the provision of knowledge about the philosophical and historical foundations of adult education, organization of adult education, plus psychological and sociological knowledge about adult learners. Skills in methods of

instruction, as well as field experience, were also important elements emphasized for an adult education program. Where formal programs for professional development were impractical, the use of distance education has been suggested as a means of providing in-service activities for practitioners in the field of adult education.

D. Relationship of the Literature to the Present Study

The literature reflects the broad nature of the field of adult education, as well as the growing interest in adult education over the past decade. Examination of the literature reveals a sufficient variety of instructors associated with adult education to permit a degree of categorization. While some instructors of adults, such as those who teach Adult Basic Education or English as a Second Language, could easily be grouped into specific categories, many instructors fell into the generalist category, which included trainers. This was especially the case if an instructor was involved in other roles such as coordination or administration.

Such information was important to the present study because it provided profiles of the types of instructors who might be affected by, and interested in, the research results. In other words, guidelines have been provided as to the types of instructors who would be the focus of the research for this study.

The literature review indicated that there was a need for further preparation for practitioners, as well as initial preparation for people about to enter the field. This indication of such needs

tended to justify the present study which looked at the needs of instructors of adults in a particular location.

The various types of needs that instructors of adults might have are also discussed in the literature. Certain categories of instructors like ESL teachers appear to have very distinct needs, such as linguistic training. On the other hand, the literature review suggested that there might be a core of needs applicable to most instructors of adults. Included among these is the need to develop interpersonal skills in order to gain a better understanding of the clientele taught. Such information was relevant to the development of a questionnaire for this study and for comparing the results of the data collected with those of other studies.

Certain studies reviewed provided a basis for questionnaire development. Konrad (1978), Terroux (1983), Konrad and Brese (1986), and Chapman (1987), included examples of instruments used, which were especially helpful where the research conducted was similar to the present study. Aidoo-Taylor (1986) and Collin (1977) were useful studies as far as providing guidelines for approaching the problem were concerned.

Various adult education programs, both operative and proposed, have been examined. By virtue of their content, these programs often gave clues about the needs of instructors of adults. The literature on programs of adult education also provided guidelines for a comparison with the offerings in the Edmonton area, and was helpful for reaching conclusions about the extent to which existing Edmonton area programs were meeting the needs of adult education instructors.

Chapter III
RESEARCH METHODS

The purpose of this study was to determine the perceptions and preferences of instructors of adults in public institutions in the Edmonton area regarding their professional development needs. In this chapter are described the design and development of the survey instruments, the population and selection of the sample, and the distribution of the instruments. Information about the responses received as well as on the treatment of the data is also reported.

A. Design and Development of the Instruments

The main instrument used in this study was a nine page questionnaire designed in a format which facilitated computer processing of responses. The questionnaire was a composite of instruments similar to those used in other studies (Konrad and Brese, 1986; Chapman, 1987), and ideas generated from the literature review (Pawliuk and Pickard, 1976; Konrad, 1978 and 1982; Seger et al., 1981; Camperell et al., 1983, and Terroux, 1983).

The questionnaire (Appendix A) was divided into three distinct sections: General Background Information; Background Preparation and Training, and Professional Development Needs.

In each section, an attempt was made to foresee a wide range of possible responses.

The first section of the questionnaire was designed to provide biographical information about the respondents such as their age, gender, adult education instructor experience, and part-time or full-time status. In addition, questions about the location and nature of the current instructional position were asked.

Section II concentrated on the educational preparation and training relevant to the respondents' current instructional positions. Some of the questions were designed to provide data about the degree to which the respondents' preparation was sufficient for their present instructional roles, as well as the types of skills and knowledge emphasized by their current employers when they were first hired.

The questions included in Section III dealt directly with the problem statement of this research -- namely the professional development needs of adult education instructors. Almost all the questions in Section III employed the use of a five-point Likert scale. Depending on the nature of the question, the Likert scale ranged from five representing a very high level, to one being a very low level, five being a great exent and one being not at all, five representing a high preference and one representing a low preference, or five representing high importance to one representing low importance. In addition, the five-point Likert scale for Question Nineteen ranged from five representing ten or more occasions (for recent participation in professional development activities) to one representing none, or no occasions.

The purpose of Section III was to obtain information about the participation of respondents in professional development activities over the last two years, their preferences for professional development activities, their career plans, perceived barriers to professional development, and perceived importance for engaging in certain types of professional development activities. Considering the problem statement, the two important questions were likely Question Nineteen, which asked about the level of need for further preparation, and Question Twenty, which inquired about preferences for specific types of professional development activities.

Aside from using five-point Likert scales, many of the questions in the instrument were designed using a multiple choice format. Provision was made for multiple responses to certain questions, particularly those in Section II concerned with the educational background of the respondents.

Wherever appropriate, space for comments was provided after certain questions. This was done for the purposes of giving respondents opportunities to make clarifying comments or to offer additional information. For example, Question Four in Section I asks, "Do you teach adults on a full-time or part-time basis?" and the respondent has a choice of checking either the full-time or part-time answer. A space for comments was included with the question in case the respondents wanted to clarify their part-time status by indicating the number of hours they work or stating that they instruct on a contract basis. Some of the Likert scale questions also had a comments space, especially if the respondents

were asked about their degree or level of preparation being sufficient for their current position or their level of need for further preparation in a professional development sense.

If "Other" was a possible response to a question, respondents were asked to specify their answer in an allotted space. Both the multiple choice and Likert scale format questions had provisions for such a response.

No questions in Sections I or II were of an open-ended variety. Only the last question in Section III (Question Twenty-five), entitled "General comments," was modelled after an open-ended format.

Questionnaire Revisions and Piloting

The questionnaire was pilot-tested with graduate students enrolled in the Adult and Higher Education program at the University of Alberta, as well as with two nursing instructors who had taken some adult education courses. Fourteen questionnaires were sent to instructors, and eleven were returned. As requested by the researcher, completion times were indicated along with comments and suggestions for revisions.

As a result of the piloting, certain questions were reworded for the purpose of clarification. Additional space was provided for three of the questions which had a comments section. These changes along with some slight revisions to the format of three questions, were incorporated into a second draft of the instrument. After further consultations, other minor revisions were made and a final draft of the questionnaire was prepared (Appendix A).

The third and final draft of the questionnaire, as indicated in Appendix A, was nine pages long, including an attached covering letter on the first page. In total, 114 items were included in the instrument, with a final space for general comments.

The Interview Guide

An interview guide (Appendix B) was closely based on the questionnaire but some questions were changed to an open-ended format to allow for probing and elaboration of responses. Other questions were designed in a closed format in order to quickly check off certain responses and to allow the interviewer to record most of the interview on the guide itself.

Piloting of the interview guide was conducted in November, 1986, with an ESL instructor who was not connected with any of the participating institutions or the Adult and Higher Education program at the University of Alberta. The guide was revised and then tested further with a first-year instructor at the Northern Alberta Institute of Technology in February, 1987. No further revisions were made and the same guide (Appendix B) was used for a series of twelve interviews conducted in March, 1987.

B. Population and Sample

Accessibility of people and time constraints were two important factors in determining the nature of the population to be surveyed in this study. These two factors influenced the decision to restrict the study to Edmonton-based adult education

institutions and agencies. Since the sample was to be randomly selected using payroll or personnel lists, accessibility became a critical element in targeting a population from which a sample could be conveniently chosen.

The target population for this study was instructors of adults in six Edmonton publicly-funded institutions. While they might have had roles other than teaching, they taught adults as at least part of their normal employment. They instructed adults either full-time, or part-time, or on a continuing contract basis. Regular day-time instructors of students were excluded from this study unless part of their duties included the instruction of adults who were not enrolled in the regular full-time programs of the participating institutions.

As is indicated by Table 3.1, the target population for this study numbered over 2,000 instructors. However, the total for the population was not an accurate indicator of the actual number of adult education instructors at the six participating institutions. As a rule, the payroll/personnel lists used for selecting the sample included not only full-time instructors, but also instructors working on a part-time or contract basis. Despite attempts by some of the participating institutions/agencies to update such lists, it was not uncommon for names of instructors to be kept on the payroll/personnel lists, even though they may have moved away from the Edmonton area, changed their addresses, changed employers, or ceased instructing. Furthermore, there was no guarantee that all the instructors of the participating institutions were included on the available lists.

Table 3.1

Size of Instructor Sample

Name of Institution	Number of Instructors	Sample
Alberta Vocational Centre (Edmonton)	148	23
Edmonton Catholic Schools Continuing Ed.	80	12
Edmonton Public Schools Continuing Ed.	546	65
Grant MacEwan Community College	277	42
Northern Alberta Institute of Technology	530	79
Faculty of Extension, University of Alberta	597	89
Totals	2178	310

Selection of the Sample

The selection of the sample was not a straightforward procedure since it was subject to the rules and regulations of each participating institution, as well as respect for confidentiality regarding the addresses and phone numbers of their instructors. Despite such restrictions, every attempt was made to ensure that the sample would be fairly and randomly selected, and that it would reflect the diverse backgrounds, skills and specialties of adult education instructors in the Edmonton area.

A stratified random selection procedure was used to obtain a sample for this study. Two of the participating institutions provided payroll or personnel lists of their instructors with no breakdown according to departments. In these cases the table of random sampling numbers (Erickson and Nosanchuk, 1977:377) was

applied to the entire list and a sample of about 15 percent was obtained. Another participating institution stressed the confidentiality of its payroll list and rather than turn it over to the researcher, selected every seventh name and presented this new list to the researcher. The number of names selected in this manner was just over 15 percent, and when the researcher randomly selected two names and an alternative for interviewing from the list submitted, the remaining names resulted in a 15 percent sample.

The other participating institutions provided lists which were categorized according to departments. The sample selected from these institutions was sub-stratified according to the number of instructors per department, ensuring that each department would be proportionally represented. Such a procedure also helped to provide a reasonable cross section of adult education instructors for the sample.

In addition to the names selected for questionnaire distribution, three names were randomly chosen from each list for the purpose of being interviewed. The first two names chosen from each institution were regarded as the instructors who would be interviewed, with the third name being an alternative in the event that one of the potential interviewees was unavailable for interviewing.

The Sample

Questionnaires were sent to a sample of approximately 15 percent of the target populations of the participating institutions.

Due to a problem with the personnel list provided, which included the names of support staff as well as instructors, questionnaires were sent to only 65 of 546 instructors at one of the institutions. This represented 12 percent of the target population of that particular institution. As a result of the above complication, the overall number of questionnaires sent was closer to 14 percent than 15 percent. A total of 310 questionnaires was distributed as opposed to 322, which would have represented a sample of 15 percent.

As a result of the screening of the populations wherever possible, the sample for this study consisted of instructors of adults who, while they might have had roles other than teaching, taught adult learners as at least part of their normal employment. The respondents who eventually made up the sample instructed adults on either a full-time or a part-time basis.

C. Distribution of the Questionnaire

The data collection extended over a six week period from late February to early April, 1987. During this period, there were three phases related to instrument distribution:

1. Late February to the beginning of March, 1987 - Distribution of sensitizing letter;
2. Second week of March, 1987 - Distribution of questionnaire along with a covering letter; and,
3. Third week of March, 1987 - Distribution of a combination follow-up/thank-you letter.

A personalized sensitizing letter (Appendix C) was sent to each member of the sample at least a week before the questionnaires were distributed. The content of the letter included the identification of the researcher, the thesis topic, and the purpose of the study. The potential respondents were informed that they would shortly receive a questionnaire which had been pilot-tested, and were given an estimate of the time they might need to complete the instrument. The voluntary nature of their decision to respond was emphasized, and assurances were made as to the anonymity and the confidentiality of their responses.

In three instances, respondents were able to phone the researcher and inform him about address changes prior to questionnaire distribution. Three other letters, with the indication that the potential respondent was no longer at the address used, were sent back to the researcher after the questionnaire was mailed.

During the second phase, most of the questionnaire packages were sent to the potential respondents at the beginning of the second week of March, 1987. As a result of attempts to trace address changes, a mailing delay involving seven questionnaire packages resulted.

Each questionnaire package consisted of three items. The most important item was the questionnaire itself (Appendix A). A separate covering letter (Appendix C) was included with the questionnaire. Another item in the questionnaire package was a postage paid, self-addressed envelope designed for the return of the completed questionnaire.

The third and last phase of the instrument distribution

consisted of the follow-up letter (Appendix C) which served the dual purpose of reminding potential respondents to complete and return the questionnaire, and to thank those who had already done so. Aside from the reminder/thank-you aspect of the follow-up letter, two contact phone numbers were given along with an offer to provide extra questionnaire packages to respondents who may have misplaced the original material mailed to them. The date of the follow-up letter -- March 17, 1987 -- was timed in order that the potential respondents would receive it about ten days prior to the March 27th deadline.

Within a week of mailing the follow-up letter, four telephone calls were received from respondents who made reference to the letter and gave an indication as to why they were somewhat late responding to the survey. Two days before the deadline, 25 returned questionnaires were received at the designated postal station, and a further 25 were received the following day. As a result of the phone calls from certain respondents, and the rate of questionnaire return just prior to the deadline, a decision was made to accept questionnaires up to and including April 3, 1987. This extended deadline allowed for slow responses and yet still ensured that data collected were restricted to instructors working in the Edmonton area during the month of March, 1987.

Interviews

Structured interviews, using the interview guide (Appendix B), were conducted with two instructors from each participating institution. As explained above, the instructors were

randomly selected from the same payroll/personnel lists provided for the questionnaire sample. With the exception of one interview, which had to be conducted by telephone, each interview was recorded on tape. In addition, the guide was designed in a manner which easily enabled the interviewer to take notes during the interviews. All interviews were conducted by the researcher in March, 1987, during the time when the questionnaires were being distributed and returned.

Both Grant MacEwan Community College and NAIT have formal staff development programs. Brief, unstructured interviews were conducted with the coordinators of these programs to get an idea of how they were organized and who attended their workshops and other professional development activities.

While this study relied mainly on questionnaire-based data, a degree of triangulation was made possible with the use of data obtained from the interviews. Since the interview guide was closely modelled on the questionnaire, this helped to establish the validity of the responses. The manner in which the interviewees were selected established them as being part of the same target population used for the research. The diverse characteristics of the instructors interviewed paralleled to an extent, the diverse nature of the questionnaire respondents.

D. Response Rate

As is indicated by Table 3.2, 204 usable questionnaires were received out of the total of 310 sent to potential respondents,

resulting in a response rate of 65.8 percent. Three other questionnaires received were not included in data processing because they were only partially completed. A further six instruments were returned to the researcher due to address changes with no forwarding addresses being provided. In addition, three other questionnaires were sent back by people who stated that they were not instructors.

Table 3.2

Instructor Response Rate

Institution	Number of Instructors	Sample	Number of Responses	Percent of Response
Alberta Vocational Centre, Edmonton	148	23	22	96%
Edmonton Catholic Schools Cont. Ed.	80	12	8	67%
Edmonton Public Schools Cont. Ed.	546	65	42	65%
Grant MacEwan Community College	277	42	30	71%
Northern Alberta Institute of Tech.	530	79	56	71%
Faculty of Extension, University of Alta.	597	89	46	52%
Totals	2178	310	204	66%

The usable returns amounted to 9.4 percent of the target population. Allowing for the number of instructors not included in the population for reasons explained above, the actual sample would be about nine percent of the adult education instructor population of the six participating institutions.

The response rate varied from a high of 96 percent from the Alberta Vocational Centre, to a low of 52 percent from the Faculty of Extension at the University of Alberta. The four remaining institutions were within five percentage points of the overall 66 percent response rate.

There was some variation in the actual number of respondents from each participating institution as is indicated by Table 3.3. The number of respondents ranged from 56, or 27.5 percent of the total responses, from NAIT, to 8, or 3.9 percent of the total responses, from Edmonton Catholic Schools Continuing Education. Respondents from the Faculty of Extension at the University of Alberta, and Edmonton Public Schools Continuing Education, each accounted for slightly more than 20 percent of the total response, while Grant MacEwan Community College and the Alberta Vocational Centre ranked fourth (14.7 percent) and fifth (10.8 percent) respectively. Considering the size of the populations of the latter two institutions and Edmonton Catholic Schools Continuing Education, and the stratified sampling procedure used, their response rate and representation in this study were acceptable.

Table 3.3

Response Rate by Participating Institutions

Rank	Name of Institution	Number of Respondents	Percent of Total Response
1	Northern Alberta Institute of Technology	56	27.5%
2	Faculty of Extension, University of Alberta	46	22.5%
3	Edmonton Public Schools Continuing Education	42	20.6%
4	Grant MacEwan Community College	30	14.7%
5	Alberta Vocational Centre, Edmonton	22	10.8%
6	Edmonton Catholic Schools Continuing Education	8	3.9%
	Total	204	100.0%

E. Treatment of the Data

As the questionnaires were returned, they were assigned identification numbers which were grouped according to each participating institution. Each questionnaire was scanned by the researcher to make certain that the checked/circled responses were made in the correct space. Occasionally, checked or circled responses had to be repositioned in the appropriate space provided to ensure clarity for the key punch operator. Where only one response was allowed to a question, and the respondent checked

more than one response, the researcher had to use his discretion to choose what seemed to be the intended answer. Wherever possible, such decisions were based on the responses made to other questions and the background information provided by the respondent.

A second scanning was made of all the returned questionnaires to read and take note of important remarks made in the comments sections of the questions. If the general comments section of the instrument was completed, then it was assigned the identification number of the questionnaire and detached. General comments were sorted into two piles -- potentially usable and unusable. The potentially usable comments were then sub-divided into categories such as questionnaire comments (pros and cons) or preferences for professional development. Possible usable quotations were noted at this stage for future reference.

After the second scanning procedure was completed, the usable questionnaires were partially coded for the key punch operator. The design of the instrument allowed cards to be punched directly from the questionnaires and avoided the extra work of transferring data to coding sheets. Once key punch cards were made for all of the respondents, data were processed using the Statistical Package for the Social Sciences (SPSSx). In addition to the general frequency count, institutional frequency counts were made of all responses.

The next stage in the data processing involved preparing tables from the general frequency count. Wherever possible, data

obtained from the various questions were collapsed before the tables were made. As a rule, each table included in this report is organized along a ranking order ranging from the most frequent responses or highest means, to the least frequent responses or the lowest means.

Keeping in mind the problem and sub-problems of the study, some cross-tabulations were carried out. Significance at a .05 level and the Chi-square test were taken into consideration when reviewing the results of the analyses.

The information received from the interviews was also processed along the lines of grouping usable and unusable comments. In view of the relatively small number of interviews, no categorization of data was attempted at the initial stage.

Descriptive comments were made about the general frequency count tables and institutional frequency count tables. Wherever appropriate, inferences based on the data were made. Data obtained from the cross-tabulations were compared or contrasted to the frequency count data. If significant in content, usable comments from the questionnaires and the interviews were compared or contrasted with the frequency counts and cross-tabulations.

A final measure of analysis concerned comparisons made with the literature review. Particular attention was paid to Alberta-based studies such as Konrad's (1978), of which the present study was a partial replication.

F. Summary

The nature of the study and the problem examined influenced the decisions regarding specific research methods. While the main instrument used to collect data was a questionnaire, interviews were also conducted to complement the questionnaire-based data as well as to provide a degree of triangulation for the study. The sample was drawn from a target population of instructors who taught adults not enrolled in the regular full-time programs of six Edmonton area publicly-funded institutions. The overall questionnaire response rate to the distribution was 66 percent. While the institutional response rate ranged from 52 to 96 percent, four of the six institutions were within six percentage points of the 66 percent response rate. It was estimated that the actual sample represented about nine percent of the target population.

The SPSSx system was used to process the questionnaire data, and the general and institutional frequency counts were analyzed. Selected cross-tabulations were used to examine variations and interrelationships in the responses. Results were compared, wherever appropriate, with interview data and with the literature on the topic.

Chapter IV
CHARACTERISTICS OF INSTRUCTORS OF ADULTS

The purpose of this chapter is to describe the sample in terms of demographic characteristics and reported background preparation. Data about the reported on-the-job training and formal preparation of instructors at a university or other level of postsecondary education are also described. Wherever appropriate, comparisons are made between the characteristics of the instructors who were interviewed and those who participated in the questionnaire survey. Finally, analysis of the above data is summarized in the form of a profile of an instructor of adults in the Edmonton area.

A. Demographic Background of the Sample

As is indicated in the preceding chapter, 204 instructors responded to the survey. Their answers to demographic questions concerning age, gender, employment status, years of instructional experience and instructional areas are reflective of the diverse nature of adult educators.

Age and Gender

The instructors who participated in the survey ranged in age from 20 years to more than 60 years. As is indicated in Table 4.1,

almost three-quarters of the respondents ranged from 30 to 49 years in age, with the largest single age grouping being in the 30 to 39 year age category (40.7 percent). Comparatively few respondents were under 30 years old (7.8 percent) and only 4 percent were 60 and over in age.

Table 4.1

Distribution of Respondents by Age Category

Age Category	Frequency	Percentage
30 - 39	83	40.7%
40 - 49	65	31.9%
50 - 59	30	14.7%
20 - 29	16	7.8%
60 & Over	8	3.9%
No Response	2	1.0%
Total	204	100.0%

Slightly more males than females made up the sample. Of those who provided the information, over 53 percent of the respondents were male, while just over 45 percent were female (Table 4.2). The nature of some of the participating institutions may have accounted for the larger proportion of male instructors. Half of the total number of respondents were employed by the Northern Alberta Institute of Technology (NAIT) and the Faculty of Extension at the University of Alberta. In the case of NAIT, male respondents outnumbered females three to one, while in the Faculty

of Extension the ratio was two to one. Although there were more females at institutions like the Alberta Vocational Centre and Grant MacEwan Community College, there were proportionally fewer respondents from these institutions.

Table 4.2

Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	109	53.4%
Female	92	45.1%
No response	3	1.5%
Total	204	100.0%

Employment Status

Just over 61 percent of the respondents taught adults on a part-time basis while slightly under 39 percent indicated that they were employed as full-time adult education instructors. By way of contrast, only 3 of the 12 interviewees were full-time instructors.

Instructional Experience

Almost one-third of the instructors (32.4 percent) had 10 or more years of experience in instructing adults (Table 4.3). Overall, the respondents were fairly evenly divided with just under 30 percent having less than 4 years experience and about 38 percent having 4 to 9 years of experience as instructors of adults. The

largest cluster were those instructors with 1 to 6 years of experience (44.2 percent). Instructors with less than one year of experience represented the smallest category (7.8 percent). The instructional experience of the interviewees closely paralleled that of questionnaire respondents. One-third of the interviewees had 10 or more years experience in instructing adults, while 41.6 percent had 1 to 6 years instructional experience.

Table 4.3

Distribution of Respondents by Total Number of Years Instructing Adults

Years	Frequency	Percent
Less than one year	16	7.8%
1 to 3 years	45	22.1%
4 to 6 years	45	22.1%
7 to 9 years	32	15.7%
10 to 12 years	22	10.8%
13 or more years	44	21.6%
Total	204	100.1%

Instructional Areas

A wide range of instructional areas were indicated by the respondents as their main focus of instruction. As is shown in Table 4.4, very few respondents included areas such as Public Affairs and Personal Development as their main focus of instruction. However, almost 40 percent of the instructors listed Vocational/Job related courses as their main instructional area.

The nature of the main focus of instructional areas also reflected the nature of the participating institutions. Since the Northern Alberta Institute of Technology is a technical school, its continuing education division -- from which a portion of the total sample was drawn -- reflects the Vocational/Job instructional area emphasis. NAIT accounted for over one-quarter of the sample (27.5 percent), and over one-half of its respondents indicated that their focus of instruction was in the Vocational/Job related area.

Table 4.4

Distribution of Respondents by Main Focus of Instructional Areas

Focus of Instruction	Frequency	Percent
Vocational/Job Related	80	39.2%
Academic Upgrading	19	9.3%
Leisure/Fitness	17	8.3%
English as a Second Lang.	12	5.9%
Health	11	5.4%
Adult Basic Education	8	3.9%
Personal Development	6	2.0%
Public Affairs	4	2.0%
Other	44	21.6%
No Response	3	1.5%
Total	204	100.0%

The next largest area of instruction (21.6 percent) was in the "Other" category. Respondents in this category taught a variety of courses ranging from general interest areas like cake decorating,

dressmaking and cooking, to academic courses in political science, economics, and genetics. Foreign languages, especially French and Spanish, were mentioned more than once, as were courses in report writing and consumer education. The nature of the institution often reflected the types of courses taught in the "Other" category. For example, academic courses in political science and economics, as well as law-related courses, were offered by the University of Alberta's Faculty of Extension, while general interest courses were usually given by Edmonton Public or Edmonton Catholic Schools Continuing Education.

Academic upgrading (9.3 percent) and Leisure/Fitness (8.3 percent) represented distant third and fourth categories, while the remaining categories had few responses. The responses relating to instructional areas, along with the variety of courses taught under the "Other" category, reflect the diverse nature of adult education in Edmonton. The interviewees, who taught courses such as sculpturing, word processing, business English, ESL, high school mathematics and English, assertiveness, and contract law, also reflected the diverse nature of adult education.

Experience with Present Employer

According to Table 4.5, over two-thirds of the respondents have been working with their present employer, either on a part-time or full-time basis, for 6 years or less. Of this group, almost one-half (45%) instructed for their current adult education employer for three years or less. Among the interviewees, just

over one-half had been employed by their current employer for six years or less.

Table 4.5

Distribution of Respondents According to Years of Experience with Present Employer

Experience	Frequency	Percent
Less than one year	34	16.7%
1 - 3 years	57	27.9%
4 - 6 years	44	21.6%
7 - 9 years	24	11.8%
10 - 12 years	14	6.9%
13 or more years	29	14.2%
No response	2	1.0%
Total	204	100.0%

Instructional Hours

For the purpose of this study, instructors were asked to include paid preparation time as part of their instructional time and to give an indication (Table 4.6) of the amount of time they spent teaching adults. Almost 40 percent of the respondents indicated that they spent one-fifth or less of their working day actually instructing adults. Overall, just over 64 percent of the respondents instructed less than 81 percent of their working hours. The 64 percent figure is comparable to the 61 percent of the respondents who indicated that they instructed on a part-time basis. On the other end of the scale, slightly more than one-third

of the instructors spent 81 to 100 percent of their working hours teaching adults -- a figure which closely correlated with the proportion of the respondents (38.9 percent) who indicated that they were full-time instructors.

Table 4.6

Distribution of Respondents According to Percentage of Workihg Hours Spent Instructing Adults

Percentage of Hours	Frequency	Percent
0 - 20%	79	38.7%
21 - 40%	21	10.3%
41 - 60%	12	5.9%
61 - 80%	19	9.3%
81 - 100%	70	34.3%
No Response	3	1.5%
Total	204	100.0%

B. Background Preparation and Training

The diverse nature of the adult education field was reflected in the background preparation and training of the respondents. Their educational backgrounds ranged from the high school level to PhD's. In general the preparation reflected the nature of the institution which employed the instructors. Wherever appropriate, the data presented in the tables are rank ordered from the most frequent to the least frequent responses. In addition, quotations from the comments sections of certain questions in the instrument

are included for emphasis and additional information.

On-the-job Training

As is indicated by Table 4.7, many of the respondents received on-the-job training for their current positions. About 60 percent of them had training in the form of "observation and hands-on experience" and "in-service workshops/seminars," while about 22 percent indicated "apprenticeship" as their training.

Table 4.7

Distribution of Respondents According to On-the-job Training
(N = 204)

Training	Frequency*	Percentage*
Observation and hands-on	125	61.3%
In-service workshops/seminars	118	57.8%
Apprenticeship	45	22.1%

*More than one response possible

The quotations below give an indication of the on-the-job training experiences of certain instructors:

> I was never 'trained' as a teacher; I merely observed good and bad teachers. (Leisure/Recreation instructor)

> I believe that many of the skills which I bring to my work I have developed in on job experience and in living. (Adult Upgrading instructor)

> I have been prepared for my present position through mainly graduate student experience and sessional work. (Vocational/Job instuctor)

Of the instructors interviewed, three had attended orientation workshop/seminars in preparation for their adult education instructor position. A sculpturing instructor had taught adults for fifteen years but never had an orientation session, or training, for instructing adults. She attributed the techniques which she had developed for instructing adults almost wholly to on-the-job experience. As for the remaining interviewees, they cited formal education and experience as being their major source or means of preparation.

University Preparation

Approximately one-half of the respondents had undertaken some type of formal education preparation in the form of a BEd degree (Table 4.8). Aside from the 20 percent who held a BEd with a secondary education emphasis, no single BEd specialization was a dominant part of the respondents' formal preparation. Some of the respondents indicated having developed more than one specialization in their education degree, making it difficult to determine whether or not one specialization predominated. Degrees in Industrial Arts/Vocational Education and Adult Education, both accounted for less than 8 percent of the respondents.

Half of the instructors interviewed held a BEd and with one exception, their specialty area was in secondary education. The

one exception was a word processing instructor who held a BEd with a special education emphasis. She stated that her special education background was useful "for explaining concepts or procedures to ESL students or elderly people." One of the interviewees described his BEd in business education as a qualification which was not really needed for the accounting and tax courses he taught.

Table 4.8

Undergraduate Education Degrees Held by Respondents
(N = 204)

BEd Specialty Area	Frequency*	Percentage*
Secondary	40	19.6%
Adult	16	7.8%
Elementary	16	7.8%
Industrial Arts/Vocational	15	7.4%
Special education	9	4.4%
Other	28	13.7%

*More than one response possible

Some of the respondents indicated that their courses or programs in education were of little use to them when it came to teaching adults. The questionnaire-based quotations below give an indication of their feelings concerning the need for education courses or a BEd:

> Some carryover from high school teacher training, but minimal to Adult Education. (ESL instructor)

> I believe that my BSc and experience working with the public were more helpful than my education program. (Academic Upgrading instructor)
>
> I feel no hindrance as a result of not having formal educational training. (Vocational/Job instructor)
>
> As a teacher in a high school, I place more focus there. I teach an occasional evening class in computer literacy. My daytime experience helps me with the adult classes and vice versa to a smaller extent. (Computer Literacy instructor)

Over one-half of the respondents indicated that they held other bachelor level degrees (Table 4.9). Some of them held these degrees in addition to their education degrees, while others only held a bachelor degree in a specialty area. A few of them listed more than one bachelor's degree.

One-quarter of the sample held a BA degree, while just over 10 percent indicated that they held a BSc degree. Included under the "Other" category were degrees in law, social work, pharmacy and religious studies. Another undergraduate degree listed was the Bachelor of Commerce which was held by just under 8 percent of the respondents. While the remaining degrees listed were held by relatively few instructors, the wide range of responses did give some indication as to the varied formal education background of the respondents.

A comparable percentage (50 percent) of interviewees held non-education undergraduate degrees. Two of them held a BA, two a Bachelor of Physical Education degree, and one a BFA. A sixth interviewee held both BSc and LLB degrees.

Not all the respondents felt that a degree was necessary for their particular instructional area. The questionnaire-based comments below provide an insight as to some of the respondents' feelings concerning formal education:

> Although I have no degrees, etc., previous work experience compensates. (General Interest instructor)
>
> My course is such that I did not need formal education, but I have lots of practical experience. (Cooking instructor)
>
> Studied art and English, [and I'm] teaching medium level computers -- odd? (Computer instructor)
>
> I've prepared myself for where I am now by just doing what I needed to experience in life. Normal education wasn't that important. (Personal Development instructor)

Table 4.9

Non-Education Undergraduate Degrees Held by Respondents
(N = 204)

Degree Held	Frequency*	Percentage*
BA	51	25.0%
BSc	22	10.8%
BCommerce	16	7.8%
BSc Engineering	8	3.9%
BSc Home Economics	5	2.5%
BSc Nursing	5	2.5%
BA Physical Ed./Recreation	4	2.0%
BFA/BMusic	2	1.0%
Other	17	8.3%

*More than one response possible

A total of 76 graduate level degrees were held by the respondents, including 65 Master's and 11 doctorate level degrees (Table 4.10). A few of the respondents held more than one graduate degree. All of the respondents holding doctoral degrees were associated with the Faculty of Extension at the University of Alberta. In comparison to the other five participating institutions, a greater proportion of MA and MSc degrees were also held by respondents from the Faculty of Extension.

Table 4.10

Graduate Degrees Held by Respondents
(N = 204)

Degree Held	Frequency*	Percentage*
MA	17	8.3%
MEd	13	6.4%
MSc	11	5.4%
PhD	11	5.4%
Other	24	11.8%

*More than one response possible

At the Master's level, the largest single category for degrees (11.8 percent) was "Other." This category included Master's degrees in Library Science, Social Work, Nursing, Business Administration, and Fine Arts. Also included under the "Other" category were five degrees in Chartered Accountancy, and five Certified Management Accountant degrees. The second-ranked

Master's degree was the MA (8.3 percent), while the MEd (6.4 percent) and MSc (5.4 percent) ranked third and fourth respectively. An additional 2 MEd degrees were held by two of the interviewees.

Besides degrees, many of the instructors who were surveyed held diplomas in a variety of specializations. Over one-half of them indicated that they had completed diploma requirements as part of their formal background preparation (Table 4.11). Their responses reflected a wide range of programs within each diploma category.

Table 4.11

Diplomas Held by Respondents
(N = 204)

Diploma Held	Frequency*	Percentage*
University	56	27.5%
Technical	36	17.6%
College	26	12.7%
Other	26	12.7%

*More than one response possible

Slightly more than one-quarter of the respondents held a university diploma which included programs such as the Professional Diploma After a Degree, Business Administration, and Labour Relations. The second-ranked category was the technical diploma (17.6 percent). Under this category, the respondents held diplomas in Commercial Art, Tailoring, Air Conditioning/

Refrigeration, and Drafting. A program at the Nova Scotia Teachers' College, a Certified Business Administration Diploma, and Graphics Design, were listed as College Diplomas completed by 12.7 percent of the respondents. A wide range of diplomas in areas like Certified TESL, Life Skills Coaching, Sports Massage, YMCA Certificate, and International Typographical Union, made up part of the "Other" category of diplomas.

When compared to the responses of instructors having a diploma, and especially those with a degree, relatively few questionnaire respondents had technical school training which involved attaining a certificate or journeyman ticket. As is indicated in Table 4.12, only 11.8 percent of the respondents had obtained a certificate at a technical school, while 8.8 percent held a journeyman ticket from a technical school. Most of the instructors who held such qualifications were employed by the Northern Alberta Institute of Technology.

Table 4.12

Technical School Qualifications of Respondents
(N = 204)

Technical Qualification	Frequency*	Percentage*
Certificate	24	11.8%
Journeyman ticket	18	8.8%
Other	14	6.9%

*More than one response possible

Fewer than 7 percent of the instructors identified themselves with the "Other" category. Only one respondent indicated the nature of the training received (Insurance Institute of Canada certificate).

Finally, very few respondents listed their formal preparation and training under Professional Schools (Table 4.13). Less than 10 percent of the respondents included their Professional School preparation under the "Other" category and indicated training in areas such as Management Consulting, Technical Photography, and the Armed Services. Nursing School was ranked second by less than 4 percent of the instructors.

Table 4.13

Professional School Preparation of Respondents
(N = 204)

Professional School	Frequency*	Percentage*
Nursing	7	3.4%
Computer	4	2.0%
Beauty	1	.5%
Other	19	9.3%

*More than one response possible

C. Summary

Based on the data collected, inferences are possible as to the typical instructor of adults in the Edmonton area publicly-funded

educational institutions. A profile would suggest that such an instructor might be a male in his late 30's with about seven year's experience instructing adults. He may have been working with his present employer on a part-time basis for about three years, and likely instructs Vocational/Job courses to adults for less than twenty percent of his working day. His background preparation and training likely includes on-the-job training based on observation and actual experience, plus some in-service workshops or seminars. For formal preparation, he may hold an undergraduate degree -- most likely a BEd or a BA. In addition, he probably holds a diploma from a postsecondary institution -- most likely a university.

While the data and profile suggest some commonalities characterizing the respondents, they also reveal the very diverse nature of adult education instructors in the Edmonton area. The respondents reflect a wide range of educational backgrounds and are involved in a variety of instructional areas with no single focus of instruction predominating over the others.

Chapter V

PROFESSIONAL DEVELOPMENT NEEDS AND ACTIVITIES OF INSTRUCTORS OF ADULTS

The results of the data analysis relating to reported needs are presented in this chapter. While the data analysis is based primarily on the questionnaire responses, relevant data from the interviews are incorporated into the analysis wherever appropriate. Results of the analysis are presented in three sections which are defined by the three main purpose statements and the seven sub-problems outlined in Chapter One. In the first section the results pertaining to professional development needs are presented. The preferences of respondents in regard to the types of further training and preparation are examined in the second section along with data concerning participation in professional development activities. Finally, indicated barriers to participation in professional development activities are addressed in the third section of the chapter.

A. Further Preparation Needs

One of the major objectives of the study was to identify the perceived further preparation needs and preferences of adult education instructors. Four of the sub-problems of the study

provide the focus for this section. These sub-problems include instructor preparation for their current position, the knowledge and skills emphasized by adult education agencies/institutions, the relationship of training needs to career goals, and the extent to which the perceived needs of the respondents differ according to their respective background preparation and current instructional responsibilities.

Preparation for Current Positions

The respondents were asked to indicate how well prepared they considered themselves to be for their current instructional positions. As is indicated by the data in Table 5.1, the majority felt that they had been well prepared. Over 60 percent listed their degree of preparation as being high to very high, while approximately 30 percent indicated a moderate degree of preparation. The above responses, along with a relatively high mean (3.8 on a five point scale), suggested that most members of the sample perceived that they had been well prepared for their current instructional positions. This viewpoint was shared by three-quarters of the interviewees who cited reasons such as expertise in subject area taught, experience in teaching in a regular school situation (junior and/or senior high), or the value of a first term orientation session as reasons for being adequately prepared to instruct.

Table 5.1

Distribution of Respondents by Degree of Preparation for Present Position

Degree of Preparation		Frequency	Percent
Very High	5	65	31.9%
	4	61	29.9%
Moderate	3	61	29.9%
	2	8	3.9%
Very Low	1	7	3.4%
No Response		2	1.0%
Total		204	100.0%

About forty comments were made on the questionnaire in response to the question concerning level of preparation. Some of the comments suggested that the perceived high level of preparation was based on experience and expertise in the respective fields of the respondents. Among the comments were the following:

> My career/life experience was vital to my teaching this course. (Free Lance Writing instructor)
>
> My practical experience in business writing was more relevant. (Business Writing instructor)
>
> My level of preparation was very high due to my previous work experience. (Vocational/Job instructor)

Other instructors indicated that their level of preparation had been very low to moderate for a variety of reasons such as the

following:

> Preparation did not have sufficient orientation toward teaching. (Vocational/Job instructor)
>
> Education was 'ivory tower' world view. The real world is a real challenge. Need for a more global perspective, social analysis, life skills education. (Consumer Education instructor)
>
> Formal preparation inadequate; learned from others on own initiative. (Vocational/Job instructor)
>
> Experience in class situation best preparation. (Art instructor)
>
> Out in the field it's a very practical application. In the class it tends to be more theoretical. (Vocational/Job instructor)

Some of the respondents acknowledged that their formal education helped them, or suggested a need for further preparation in a formal sense:

> University and communications courses actually over-qualified me. More than sufficient. (Crafts/Baking instructor)
>
> Would have preferred to have had some courses on teaching adults. (Vocational/Job instructor)
>
> Twenty years practical experience in field plus formal education and short special courses in the field. (Vocational/Job instructor)

While the majority of the respondents felt that their level of preparation was sufficient for their current positions, their reasons varied. Even though they were instructors, formal preparation in teaching adults was not necessarily the best

preparation for their own particular instructional areas. Knowledge and practical experience in their specialty areas were deemed to be important forms of preparation.

Level of Need for Further Preparation

Respondents were also asked to indicate their level of need for further preparation on a five-point scale ranging from very high (5) to very low (1). As is indicated in Table 5.2, the responses were fairly evenly distributed with just under one-half of the respondents suggesting a moderate need for further preparation, one-quarter indicating a very low to low need, and one-quarter indicating a high to very high need for futher preparation. Most of the responses were clustered around the moderate level.

Table 5.2

Distribution of Respondents by Level of Need for Further Preparation

Level of Need		Frequency	Percent
Very High	5	16	7.8%
	4	36	17.6%
Moderate	3	95	46.6%
	2	30	14.7%
Very Low	1	22	10.8%
No Response		5	2.5%
Total		204	100.0%

Only about 10 percent of the respondents indicated a very low level of need and less than 8 percent indicated that their need was very high. A lower level of need was indicated by the interviewees, half of whom stated that they had a low level or no need for further preparation.

Some experienced instructors seemed to have very limited professional development needs as is indicated by the following comments:

> I operated my own art school for 8 years (1976 - 1984). I am very experienced and don't feel I need further training as a teacher in adult education. As an artist I continue to work, study, and take courses or workshops. Development as an artist aids my teaching ability, which is excellent. (Visual Art instructor, 10 - 12 years experience)

> With 29 years of teaching, keeping up with changes in the field, professional development is limited. (Vocational/Job instructor)

> Too late to teach an old dog new tricks. (Political Science instructor, over 12 years of experience)

Even though many instructors indicated only a moderate level of need for further preparation, they were generally in favour of participating in professional development activities. Their reasons varied but tended to relate to keeping abreast of new knowledge and technological advances in their area of expertise. The following comments provide some indication of reasons for participating in professional development:

> Teachers must always refresh and extend their knowledge and skills. (Academic Upgrading instructor)

> I feel there is always a need for professional development, especially in the rapidly changing field that I am in. It does not take long for teachers to be out-of-touch with the real world. (Vocational/Job instructor)
>
> Main need is to keep up with new ideas and share with others. (ESL instructor)
>
> Can never know too much. Professional development gives insight and inspiration no matter how 'expert' one may be in their own field. (Leisure/Recreation instructor)
>
> The more you know, the more knowledge you can share. (Cooking instructor)
>
> Field is changing continuously; being up-to-date is critical. (Public Affairs/Community Responsibility instructor)
>
> Keep abreast of technological advances. (Vocational/Job instructor)

Most of the above comments were made by instructors who indicated that their level of need was moderate or between a moderate and very high level. The selection of comments came from a cross section of respondents from most of the participating institutions and in a variety of instructional areas. Statements like "Always something new to learn (refinement of skills)" or "Always room for more knowledge." were representative of some of these comments, even in cases where the respondents had a PhD and had been instructing for several years.

In addition to knowledge enhancement, some of the instructor comments suggested a need for improving teaching skills and

methods:

> More development needed in the different instruction methods available to us. (Crafts and Baking instructor)
>
> I would benefit from a course to improve teaching skills and methods. (Leisure/Recreation instructor)
>
> Teaching/Instructional preparation required. (Vocational/Job instructor)
>
> Perhaps a review of teaching concepts and theory. (Vocational/Job instructor)

The above comments indicate that some instructors felt they had deficiencies in instructional methods. Such expressed concerns were few in number when compared to the more numerous comments about the need for enhancing knowledge and keeping abreast of technological development in subject areas.

Level of Need as Related to Instructional Experience

Comparing level of need for further preparation for instructors with different years of experience teaching adults (Table 5.3) indicated that the most experienced instructors had the lowest level of need. Results of an analysis of variance indicated that instructors with 10 or more years of experience expressed a significantly lower level of need (Mean 2.7) than those with 7 to 9 years experience (Mean 3.3). The difference between other pairs of means was not statistically significant.

Table 5.3

Mean Level of Need for Further Preparation of Instructors in Four Experience Categories

Instructional Experience	Frequency	Mean
3 or fewer years	59	3.1
4 - 6 years	44	3.0
7 - 9 years	32	3.3
10 - or more years	64	2.7
No Response	5	
Total	204	

Skills and Knowledge Emphasized by Employers

The respondents rated the extent to which each of ten skills or areas of knowledge were emphasized by their employers at the time of recruitment according to a five point scale ranging from a value of 1 for "Not at all" to 5 for a "Great extent." Percentage distributions of responses are shown in Table 6.1 (Appendix D) and ranked by means in Table 5.4.

As is indicated by Table 5.4, the highest Mean (4.4) was for Knowledge of the Subject/Specialty Area Taught, while Communication Skills, based on a Mean of 4.0, was ranked second. The third and fourth ranked categories were Interpersonal Skills, and Course Planning and Materials Preparation. The two lowest ranked categories were the Ability to Develop Appropriate Tests and other Means of Evaluation, and Knowledge of Motivational Techniques -- each with a Mean of 2.8 as indicated in Table 5.4.

Table 5.4

Mean Degree of Emphasis Placed by Employers on Selected Skills and Areas of Knowledge

Rank	Skills and Knowledge	Mean*
1	Knowledge of Subject/Specialty Area Taught	4.4
2	Communication Skills	4.0
3	Interpersonal Skills	3.7
4	Course Planning and Materials Preparation	3.6
5	Ability to Develop Appropriate Goals and Objectives for Courses Taught	3.5
6	Ability to Create an Environment Conducive to Learning	3.3
7	Diagnosing Student Needs	3.1
8	Knowledge and Application of Different Methods of Instruction	3.0
9	Ability to Develop Appropriate Tests and Other Means of Evaluation	2.8
10	Knowledge of Motivational Techniques	2.8

*On a 5 item Likert scale (5 indicating great extent, 3 moderate extent, 1 not at all)

Comments were made by the respondents under a separate category entitled "Other." A few of the instructor comments reflected those already identified in the questionnaire:

> A track record in the subject area. (Vocational/Job instructor)
>
> Trade knowledge. (Vocational/Job instructor)
>
> Syllabus design. (ESL instructor)

Additional respondent comments made under the "Other"

category suggested that their employer emphasized character traits and attitudes:

> Interest and energy. (Early Childhood Education instructor)
>
> Ability to handle heavy workload. (Vocational/Job instructor)
>
> Good sense of humour. (Health instructor)

There were also some comments which suggested that adult education employers did not emphasize any particular skills or knowledge. Three such comments are given below:

> This is purely guesswork [answers given to question 17]. I was not informed by my employer about my strengths/ weaknesses, nor was I made aware of any specific skills being sought. (ESL instructor)
>
> Don't know what employer thought. (Vocational/Job instructor)
>
> Not discussed. (Vocational/Job instructor)

Three of the interviewees stated that their employers stressed knowledge of the subject area taught, while experience in regular (Kindergarten to grade twelve) classroom teaching or practical experience in the subject area taught was cited by three of the other instructors interviewed. One employer emphasized experience in teaching adults, as well as the traits of flexibility and maturity for teaching ESL.

One of the interviewees stated that his employer did not emphasize any special skills or knowledge when he was first hired.

Another interviewee was unsure whether her employer hired her on the basis of the possession of skills or knowledge, or because she had substituted for ESL classes during the summer months.

Career Plans of Instructors

The questionnaire respondents were asked to indicate their career plans in the adult education field, and their responses are shown in Table 5.5. As is indicated by Table 5.5, almost 62 percent of the respondents expressed intentions to remain as instructors. Approximately 16 percent of the respondents indicated that their plans centred on obtaining an administrative or supervisory position, while just over 11 percent expressed interest in a coordinating or programming position. Finally, just under 8 percent of the respondents had other career plans such as working in industry, consulting in their area of expertise, developing training materials, or writing a book.

Table 5.5

Distribution of Instructors' by Career Plans

Career Plans	Frequency	Percent
Remain as an instructor	126	61.8%
Administrative/supervisory	32	15.7%
Coordinating/programming	23	11.3%
Other	15	7.4%
Counselling	5	2.5%
No response	3	1.5%
Total	204	100.2%

Half of the 12 interviewees indicated that they would remain as instructors; two emphasized that they were very happy in their current instructional roles. Two of the part-time instructors stated that their career goal was not only to remain as an instructor but to instruct on a full-time basis. Of the 6 remaining instructors, half intended to go into private enterprise while the rest had administrative ambitions which were not necessarily in the field of adult education.

Relationship of Career Goals to Professional Development

The respondents were asked to indicate the extent to which they would meet their career plans through some selected professional development activities. The instructors surveyed responded to a five-point scale ranging from 5 indicating a "Great extent" to 1 indicating "Not at all."

Table 5.6 lists the responses of the instructors according to means which range from 3.0 for in-service workshops/seminars, on-the-job training, and short courses, to 1.5 for correspondence courses. A majority of the respondents (Appendix D, Table 6.2) indicated that they would likely meet their career plans through participation in workshops/seminars, on-the-job training, short courses and conferences, while almost 60 percent indicated that they did not intend to take correspondence courses as a professional development activity. Undergraduate degree programs (Mean = 1.8) and diploma programs (Mean = 1.7) also received a low ranking by the respondents.

While the mean rating for a Master's degree program at a

university was only 2.2, cross-tabulations (Appendix E, Table 7.1) indicated a significant relationship between participation in this activity and those respondents who suggested that they had administrative or supervisory career plans in Table 5.5. Almost 60 percent of the respondents with such career goals indicated a high level of interest in a Master's degree program at a university. A smaller percentage (40 percent) of instructors with coordinating/ programming career goals showed a similar interest in a Master's program, while fewer than 15 percent of the respondents who intended to remain as instructors expressed a high level of interest in such a program.

Table 5.6

Mean Rating of Extent to which Instructors Expect to Meet Career Plans through Various Professional Development Activities

Rank	Professional Development Activity	Mean*
1	In-service workshops/seminars	3.0
2	On-the-job training	3.0
3	Short courses	3.0
4	Conferences	2.8
5	Master's degree program at a university	2.2
6	Other	2.1
7	Graduate diploma program at a university	2.1
8	Undergraduate degree program at a university	1.8
9	Undergraduate diploma program at a university	1.7
10	Correspondence courses	1.5

*On a 5 item scale (5 meaning a great extent, 3 a moderate extent, 1 not at all)

The responses given under the "Other" category are noteworthy because of the comments associated with this group. Out of 20 comments made, almost one-half indicated an interest in pursuing doctoral studies.

B. Preferences and Participation in Professional Development

Data on instructor preferences and the importance they attached to participation in certain professional development activities were obtained from responses to the questionnaire, including written comments to certain questions, as well as interviews.

Personal Preferences of the Respondents

Respondent preferences for professional development activities are illustrated in Table 5.7 which shows the instructors' levels of preferences and their response percentages for each level. A 4 or 5 suggested a high level of preference, a 3 indicated a moderate level of preference, while a 2 or 1 suggested a low level of preference for the activities listed in the questionnaire. The items in Table 5.7 have been ranked according to mean responses (see Appendix F, Table 8.1).

As is indicated by the data in Table 5.7, over 55 percent of the respondents indicated a high preference for workshops/ seminars as a professional development activity, while just over one-quarter of them indicated a moderate preference for this

activity. Additionally, 2 of the 12 interviewees also expressed a high preference for workshops.

Table 5.7

Distribution of Responses to Level of Preference for Selected Professional Development Activities

Activities	N	Level of Preference 5 (high)	4	3	2	1 (low)	No Response
Workshops/ seminars	195	26.0%	29.4	25.5	11.3	3.4	4.4%
Short courses	186	22.5%	30.9	24.0	5.4	8.3	8.8%
On-the-job	189	27.0%	20.6	20.1	8.3	16.7	7.4%
Conferences	191	17.6%	25.5	29.9	12.7	7.8	6.4%
Master's degree	177	17.6%	11.8	17.2	9.3	30.9	13.2%
Graduate diploma	171	14.2%	11.8	16.2	9.8	31.9	16.2%
Undergraduate degree	169	13.2%	14.7	11.3	9.3	34.3	17.2%
Undergraduate diploma	173	10.3%	15.2	15.2	12.3	31.9	15.2%
Correspondence courses	175	2.5%	4.9	11.3	13.7	53.4	14.2%

Slightly more than 53 percent of the instructors expressed a high level of preference for short courses, while almost one-quarter of the them listed short courses as a moderate level of

preference for their professional development. On-the-job training and conferences were the respective third and fourth preferences by members of the sample in terms of the high level of percentage expressed for these two activities.

The fifth to eighth ranked choices all had at least 50 respondents, or 25 percent, indicating that they had a high preference for each of these activities. All four activities involved obtaining a diploma or degree at a university. The fifth ranked preference was a Master's degree program -- an activity also preferred by two of the twelve interviewees.

Correspondence courses appeared to be the least preferred means for obtaining professional development. Less than 8 percent of the respondents indicated high preference for such courses, while over 71 percent of them expressed a low preference for correspondence courses as a professional development activity.

Only 33 responses were made under the "Other" category. The suggestions listed as "Other" included "independent study" (Leisure/Recreation instructor), "watching other instructors teaching" (Cooking instructor), "apprenticeship" (Chinese Art instructor; Leisure/Recreation instructor), and obtaining a doctoral degree (Spanish instructor; Health instructor; Vocational/Job instructor).

Four of the interviewees expressed professional development activity preferences which could be included under the category of "Other." One interviewee preferred self-study as an activity while three others indicated a preference for exchanging ideas with

colleagues who instructed in the same subject area -- in other words peer group consultation.

An instructor who taught mathematics to adults at a vocational centre stated that on three occasions during a period of six years, she attended sessions with colleagues who taught mathematics in other vocational centres throughout the province. A problem identified by this interviewee was the lack of materials for instructors who taught mathematics to adults. Consequently, she and her colleagues brought their own materials to the professional development sessions and if the materials were useful, they were exchanged amongst themselves. Additionally, some of the instructors were presenters who provided new ideas to their colleagues. From the interviewee's description of the above activity, it appeared to be a combination of a workshop and conference which was carried out in an informal but structured manner.

Two of the survey respondents made references to peer group consultation, although not necessarily in regard to colleagues who instructed the same courses. One of these respondents expressed his view in the general comments section of the questionnaire as follows:

> The non-credit, weekly evening course I teach draws on my career/life experience. Though I was presented with some how-to-teach materials, I found my most profitable source of information was in talking with other people who had taught a variety of courses. (Non-fiction Freelance Writing instructor)

The above view was shared by another instructor who made the following comment below in regard to his level of need:

> In my view, semi-annual post-semester conferences, under capable moderator/methods -- instructors permitting sharing of experiences, would be a highly desirable Professional Development format. (Vocational/Job instructor)

Importance of Professional Development Topics

In addition to listing their preferences for professional development, the respondents were asked to indicate the extent of importance they held for certain topics. They based their responses on a five-point scale ranging from 1 for a low degree of importance to 5 for a high degree of importance. Their responses are listed in Table 5.8 and are rank-ordered according to the means for each topic as shown in Table 8.2 (Appendix F).

Enhancing the knowledge of their subject or specialty area was the highest-ranked professional development topic. As is indicated by Table 5.8, over 80 percent of the respondents attached a high degree of importance to the enhancement of knowledge as a professional development topic. A similar degree of importance was expressed by over 70 percent of the instructors when it came to planning courses and preparing materials. Knowing and applying different methods of instruction, and developing effective communication skills were topics of high importance for just over two-thirds of the respondents.

Table 5.8

Distribution of Responses to Degree of Importance of Selected Professional Development Topics

Professional Development Topic	Degree of Importance 5 (high)	4	3	2	1 (low)	No Response
Enhancing knowledge of specialty area taught	61.3%	19.6	13.7	.5	2.9	2.0
Planning courses & preparing materials	46.6%	23.5	21.1	4.4	2.5	2.0
Knowing & applying different instructional methods	43.1%	24.5	23.0	4.4	2.0	2.9
Developing effective communication skills	43.6%	24.0	17.2	7.4	4.4	3.4
Diagnosing student needs	34.3%	27.5	27.0	7.4	2.0	2.0
Developing appropriate goals & objectives	35.8%	29.9	18.1	6.4	6.4	3.4
Creating an environment conducive to learning	35.8%	26.0	21.1	8.8	5.4	2.9
Learning motivational techniques	31.9%	28.9	23.0	7.4	4.9	3.9
Enhancing interpersonal skills	33.3%	25.5	23.0	10.3	4.4	3.4
Developing appropriate means of evaluation	25.5%	28.9	21.1	9.8	11.3	3.4
Other	3.4%	0.0	0.0	0.0	2.9	93.6

A high degree of importance for the fifth to tenth ranked topics was indicated by responses ranging from 54.4 percent to 65.7 percent of the instructors (Table 5.8). Developing appropriate means of evaluation was ranked tenth overall, and about 20 percent of the respondents expressed a low degree of importance for this topic. However, this was still an important topic as was indicated by over 54 percent of the respondents in Table 5.8.

Recent Participation in Professional Development Activities

Participants in the study were asked to identify the types of professional development activities in which they participated over the last two years. The responses listed on Table 5.9 have been rank-ordered from the highest to lowest mean as illustrated by Table 8.3 (Appendix F).

According to Table 5.9, during the two years prior to April, 1987, almost one-third of the respondents participated in in-service workshops/seminars from 1 to 3 occasions, just over 20 percent from 4 to 6 occasions, and a little over 15 percent on 7 or more occasions. Professional development took the form of on-the-job training for about 17 percent of the instructors from 1 to 3 occasions. Additionally, almost 13 percent experienced this activity from 4 to 6 occasions, while just over 17 percent participated in on-the-job activities on 7 or more occasions. Almost one-third of the respondents attended 1 to 3 conferences over the 2 years prior to April, 1987, with another 18 percent attending 4 to 6 conferences and just over 8 percent attending 7 or more conferences over the same two year period.

Fewer than 6 percent of the respondents indicated that they had recently taken college or correspondence courses as a form of professional development. Correspondence courses were ranked last by almost three-quarters of the instructors who indicated that they had not participated in this form of professional development during the two years prior to this study (Table 5.9).

Table 5.9

Distribution of Responses for Extent of Participation in Selected Professional Development Activities over a Two Year Period

Activities	Number of Occasions					
	10 or more	7 - 9	4 - 6	1 - 3	None	No Response
Workshops/seminars	7.4%	8.3	21.6	31.4	20.1	11.3
On-the-job	11.8%	5.4	12.7	17.2	38.2	14.7
Conferences	3.4%	5.4	18.1	31.4	30.9	10.8
Short courses	4.9%	2.0	7.4	21.1	50.0	14.7
University courses	5.9%	1.5	2.9	9.3	62.3	18.1
Other	2.9%	.5	1.5	2.9	30.9	61.3
Technical courses	1.5%	2.0	2.9	3.4	67.6	22.5
College courses	.5%	.5	1.0	3.9	72.1	22.1
Correspondence courses	1.0%	0.0	1.0	2.9	74.5	20.6

A cross-tabulation was carried out between the number of years' experience as instructors of adults, and participation in professional development activities over the two years prior to the survey. Significance according to the Chi-square test was shown

in two areas -- in-service workshops and seminars, and conferences. In relation to the former activity, about two-thirds of the respondents with 6 or fewer years of experience instructing adults had participated in at least 1 in-service workshop/seminar over a two year period (Appendix E, Table 7.2). This was proportionally less than their colleagues who had 10 or more years' experience, of whom approximately 88 percent had participated in a workshop or seminar during the same time period.

As is illustrated by Table 7.3 in Appendix E, there is also a significant relationship between instructional experience and recent participation in conferences. About 48 percent of the respondents with 3 or fewer years' experience and just under two-thirds with 4 to 6 years experience, had attended at least one conference over a two year period, as compared to just over three-quarters of the respondents having 7 or more years of experience instructing adults.

Generally speaking, the more experience the instructors had, the more workshops/seminars and conferences they attended in the last 2 years. As is shown by Table 7.2 (Appendix E), 34 percent of the instructors with 3 or fewer years of experience attended 4 or more in-service workshops/seminars over a 2 year period, while just under one-quarter of the instructors with 4 to 6 years experience attended 4 or more in-service workshops/seminars. However, about 55 percent of the instructors with 7 or more years experience participated in in-service workshops/seminars.

Responsibility for Professional Development

As is indicated by the questionnaire comments below from instructors employed by different participating institutions, some respondents implied that their employer should fund or offer other incentives for participation in professional development activities:

> I am not receiving but I am continually taking college level courses in software usage (e.g., Word Perfect, Lotus, Reflex). I am not being paid to take these courses. (Vocational/ Job instructor)
>
> I wish the institution(s) provided more instructor support and offered to help us develop our various (not necessarily related) skills by offering incentives. (Computer instructor)
>
> My interest in professional development skills is negligible unless I were paid for my time. Certainly, if I were dependent upon teaching as a livelihood my interest would be different, so please consider that this activity is purely a pasttime activity for me. This doesn't mean I have anything but the best intent in teaching my students. (Leisure/ Recreation instructor)

Three of the interviewees made references about institutional funding for professional development activities. They identified courses they had taken and emphasized that their employer paid the expense. One of the instructors stated that her employer set no individual limits on the number of conferences which instructors could attend, and that expenses could be met by applying through the regular channels. She did express some regret, however, about a lack of salary incentives for instructors wishing to obtain graduate degrees.

One-third of the interviewees stressed that the onus was on

the instructor to participate in professional development activities. Comments by questionnaire respondents suggested that some of them pursued professional development on their own initiative:

> Self-study -- I have several ongoing research projects to keep myself updated in my profession. (Leisure/Recreation instructor)
>
> Home study. (Cooking instructor)
>
> I have taken courses on my own. (Photography instructor)
>
> I am already pursuing P.D. on my own. (Health instructor)
>
> None [reference to P.D. activities] -- as always I keep up with the literature, etc., in the field. (Genetics instructor)

In certain cases, respondents suggested that their employer or supervisor did not encourage professional development. Two examples of such questionnaire comments are as follows:

> Courses I have taken have been on my own initiative, not the institution. (Vocational/Job instructor)
>
> I'm very interested in further P.D., but this was not encouraged by my supervisor. (ESL instructor)

Such comments were infrequent and were not supported by the interviewees, most of whom had recently participated in a variety of professional development activities.

A few respondents suggested that their lack of participation was due to the low quality of some of the professional development activities available. An ESL instructor stated that, "Not all P.D. is

good P.D." Her feelings appear to be echoed in the comment made by one of her colleagues below:

> I think one of the significant factors in teachers' reluctance to participate in P.D. is the number of really poor courses, seminars, presentations etc., they have participated in. I heard a comment after a really first rate seminar, that it was so refreshing to hear something that was truly useful. We tend to have great expectations of courses and find we are disappointed with the outcomes. Perhaps there should be a better screening practice for those who offer professional development courses. (ABE/Remedial Instructor)

While such comments were not common in the study, they do reveal possible reasons why some instructors are reluctant to take part in professional development activities.

C. Barriers to Involvement in Professional Development

Sub-problem seven of the study is closely related to barriers and focuses on the major challenges or problems encountered by instructors of adults who want to provide effective learning experiences for adult learners. On the basis of the instrument used for this study and interviews, such barriers are identified and described in this section.

Identification of Barriers

Respondents were asked to gauge the extent to which twenty possible barriers might limit or restrict their involvement in professional development activities. Their responses are shown in

Table 5.10. A five-point scale was used for this particular question with a five meaning a great extent, a three suggesting a moderate extent, and a one indicating a not at all response.

Table 5.10

Possible Barriers to Professional Development Activities

Rank	Barrier	Mean*
1	Job responsibilities	3.6
2	Courses not relevant to needs	3.6
3	Not enough time to take courses	3.5
4	Courses offered at the wrong time	3.4
5	Not enough time to complete program of study	3.3
6	Home responsibilities	3.2
7	Courses not offered in the right location	2.9
8	Not enough information about courses	2.8
9	Lack of conferences relevant to teaching area	2.7
10	Responsibilities for children	2.5
11	Cost	2.3
12	Residency requirement in some university programs	2.3
13	Courses won't lead to advancement	2.3
14	Employer does not encourage me to take courses	2.2
15	Lack of in-service training	2.2
16	Not enough energy; too tired	2.2
17	Lack of on-the-job training	2.1
18	Don't meet requirement to begin a program	2.0
19	Transportation difficulties and inconvenience	1.8
20	Opposition from spouse	1.5

*Based on a five-point scale (5 indicating a great extent, 3 a moderate extent, 1 not at all)

The data summarized in Table 5.10 indicate that the three greatest barriers to instructor involvement in professional

development activities in the Edmonton area are job responsibilities (Mean = 3.6), lack of courses relevant to needs (Mean = 3.6), and insufficient time to take courses (Mean = 3.5). Other highly ranked problems included courses being offered at the wrong time (Mean = 3.4), insufficient time to complete programs of study (Mean = 3.3), and home responsibilities (Mean = 3.2).

Some of the statements written in the comments section for this question supported the ranked order of barriers. These statements are as follows:

> There are lots of courses I could take which on the surface look like they would be relevant, however many deal with content approach to education and I am interested in process. Not a lot on participatory forms of education around. (Consumer education instructor)
>
> I teach social services -- a specific area -- I need specific courses (PhD), conferences, and work experience. I do not need as much general information though I have had very useful staff development courses from [my employer]. Now I need either to do doctoral studies which are not available here, or release time to work in the social services field. (Vocational/Job instructor)
>
> Time commitment -- many are weekend workshops. Two to three hour chunks would be easier to manage. (Academic Upgrading instructor)

The latter comment was made by an instructor from one of the participating institutions which has a staff development division.

A closer examination of other questionnaire comments, including the general comments at the end of the instrument together with interview data, suggests that insufficient time to

take courses may be more significant than is indicated by the quantitative data. The following are quotations from members of the sample who responded to the "Other" category of Barriers to Professional Development:

> Time restrictions because I teach several different programs for community cultural programs as well as conduct a small business. (Academic Upgrading instructor)
>
> MA part-time is a major problem. Seems to require a certain time frame that depends on the 'student' lifestyle. Not designed around working people's needs. (Computer instructor)

More revealing are some statements made in the general comments section of the questionnaire such as the following:

> Probably the biggest difficulty in terms of professional development is finding time to be involved. Course planning, curriculum development, marking papers, assignments, counselling students takes up about 80 percent of my time outside of actual classroom teaching. I often need to take work home in evenings or weekends. While professional development is important, it has to take a 'back-seat' to my own personal needs for leisure/recreation; otherwise I would not have the energy to be a competent instructor. (Human Development and Counselling; Report Writing instructor)
>
> I have been teaching ESL for several years, both day and night school (adults). I enjoy the work and the people immensely. However, there are other things which disturb me. There is no paid preparation time; everything except actual teaching is done on one's own time. Furthermore, it is considered part-time work but I find that between day school and night school, and preparation and marking, there is little time for anything else. (ESL instructor)

> Time of professional development is significant for me because I have a full-time job not related to teaching. (Early Childhood Education instructor)

> I think there is no shortage of professional development courses and activities available to me in Edmonton, but unfortunately I don't have the time to take advantage of them. (Vocational/Job instructor)

Three other statements made in the General Comments section either commented or implied that the respondent regarded lack of time as a barrier to professional development.

Of the twelve instructors interviewed, seven cited a "lack of time" as a barrier to their involvement in professional development activities. Two of the interviewees commented on the tendency for professional development activities to take place during regular working hours on weekdays. Their full-time jobs did not involve teaching adults during the day, and while they wanted to participate in professional development activities concerning the instruction of adults, they were unable to do so due to their daytime commitments.

Even though costs was ranked eleventh overall, many of the respondents' comments suggested that the lack of funding for professional development activities was a barrier. The quotations below give some indication of respondent feelings about this factor, especially with regard to the employer's role in covering the costs of professional development activities:

> Generally related to timing, availability and convenience; also have to priorize according to availability of professional development funds -- Money! (Human Development and Counselling; Report Writing instructor)

> Employer does not encourage in terms of funds not available. (Vocational/Job instructor)
>
> I love to learn. I am constantly pursuing independent self-study for my own professional development. If employer funding were available along with opportunity for advancement and increased responsibilities, I would eagerly take any courses. I love to learn for the sake of learning but a chance to use the learning is even better. (Leisure/Recreation instructor)
>
> Cost -- many university courses cost $200+. Subsidies or other types of financial assistance would be helpful. No recognition for investing the time and money. (Academic Upgrading instructor)
>
> A large portion of my professional development over the past two years has dealt with learning and becoming proficient in learning for myself and teaching in the area of computer technology -- a large portion of this learning was done on my own time and was self-taught. Funds have not been available for professional development I (we) were told. As a result I have not applied to attend any conferences or seminars, etc. Those I have attended were free and made after providing appropriate cover of, or class work, for students. (Vocational/Job instructor)

Only one interviewee cited cost as a possible barrier to professional development, while another inferred that "lost wages" were a possible barrier to involvement in professional development activities. The problem of job responsibilities was mentioned by two of the interviewees, as well as relevance of courses.

Other Possible Barriers to Professional Development

The twenty possible barriers listed appeared to cover the range of problems and challenges confronting instructors seeking

professional development. Some of the respondents suggested other barriers which were not closely related to the twenty already listed.

An Adult Basic Education/Remedial instructor suggested that "Burnout" was a barrier, possibly inferring that there was no time for professional development activities due to a heavy workload. Another instructor cited "Politics" as a barrier to his professional development -- possibly a reference to which institution or employer was responsible for providing professional development.

The quotations below provide an insight to two other possible barriers to professional development:

> Lack of a sufficient number of highly qualified and highly motivated fellow teachers. (French as a Second Language instructor)

> I am in the forefront in Microcomputer Software application. I am learning and designing programmes as they are presently developed. Not having the appropriate hardware to work on these programmes is presently my greatest restriction. (Computer Training instructor)

As the two respondents above suggest, some instructors are in very specialized fields and this may lead to problems related to a lack of human resources and materials for their professional development.

E. Summary

The majority of the respondents indicated that they felt well prepared for their current instructional positions, especially in

regard to knowledge and practical experience in their specialty areas. While many of them indicated only a moderate level of need for further preparation, they generally expressed a high degree of interest in a variety of professional development topics, especially enhancing knowledge, and planning courses and preparing materials. Overall, instructors with at least 10 years of experience expressed the lowest level of need for professional development while those with 7 to 9 years of experience indicated the highest level.

Knowledge of the subject area taught and communication skills were perceived as being highly emphasized by employers of instructors at the point of recruitment, as well as being highly ranked needs by the instructors themselves. In-service workshops/seminars, on-the-job training, short courses, and conferences were the most preferred professional development activities. Instructors having administrative career goals indicated a high degree of interest in a Master's degree program. Approximately one-half of the respondents had recently participated in workshops/seminars, on-the-job training, and conferences. Respondents who had at least seven years of experience instructing adults participated in more workshops/ seminars and conferences than their less experienced colleagues.

A number of respondents indicated possible barriers to involvement in professional development. Job responsibilities and courses not being relevant to needs were listed most often.

Chapter VI

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This final chapter summarizes the design of the study in terms of its purpose and the research methodology. The findings are summarized and discussed; wherever appropriate, comparisons are made with the literature. Finally, conclusions are presented along with some recommendations for practice and for research.

A. Nature of the Study

Two aspects of the design of the study are summarized. These two aspects concern the purpose and the subproblems, and the methods used to collect the data.

Purpose

The main purpose of this study was to identify the further preparation needs and preferences of instructors of adults in six Edmonton publicly-funded educational institutions. Since the intent of the study was to determine the instructors' felt needs, data collection was limited to surveying only instructors. Administrators or other individuals whose adult educational role was non-instructional were excluded from the study. Instructors

were surveyed in regard to their level of expressed need for professional development as well as their preferences for various professional development activities.

The second purpose was to determine the extent to which further preparation needs and preferences were being met by existing opportunities and programs. Existing opportunities included the internal activities offered by institutions such as workshops and on-the-job training. The availability of, and instructor participation in, such opportunities were examined, along with programs of a more formal nature.

The third purpose involved a literature review which focused on instructor needs and preferences. The intent was to compare the results of this study with findings in the literature in order to determine whether or not there was a core of needs common to most instructors of adults.

Seven subproblems were defined to examine the personal and professional characteristics of adult education instructors; perceived instructor preparation for their instructional responsibilities; the kinds of skills and knowledge emphasized by employing agencies; the level of need instructors perceive to have for further professional development, and the types of professional development activities and topics preferred by instructors. In addition, the subproblems concentrated on the extent to which the current perceived needs of instructors of adults were being met by postsecondary educational institutions as well as the perceived challenges or problems encountered by instructors in meeting their needs.

Research Methodology

A nine page questionnaire was sent to part-time and full-time instructors who were randomly selected from six Edmonton-based postsecondary institutions or agencies. The survey instrument featured three sections. The first was designed to obtain general background information about the sample, the second section concentrated on the respondents' background preparation and training while the third section focused on their professional development needs.

Data from the questionnaire were supplemented by information collected through interviews conducted during the time when the questionnaire was distributed and returned. An interview guide, closely modeled on the questionnaire, was used during the interviews. Two interviewees were randomly selected from each participating institution. The purpose of the interviews was to enrich and validate the questionnaire-based data.

The study was restricted to Edmonton-based adult education institutions. The target population was just over 2,000 instructors, and a random selection method was used to select a sample of about 15 percent of the target population. Of 310 questionnaires distributed, 204 usable instruments were returned for a response rate of 65.8 percent.

The data collected were scanned and processed for a general frequency count in the form of tables. Cross-tabulation and Chi-square tests on certain responses were carried out. Results were compared to the literature wherever appropriate.

B. Summary of Findings

A summary of the characteristics of adult education instructors is outlined here first, then the summary of the findings is organized according to the problem statement. Further preparation needs of instructors are examined followed by their preferences and available opportunities for professional development. The last part of the section summarizes the findings concerning possible barriers to professional development, as indicated by the respondents.

Characteristics of Edmonton-based Adult Education Instructors

Adult education instructors in the six Edmonton area participating institutions are almost evenly divided as far as gender is concerned. The majority of them are in their thirties or forties, with very few of them being in their twenties, fifties or sixties. Most of the instructors appear to be well educated since over one-half hold at least one university degree. The majority of them have a degree at the bachelor's level with a BEd being predominant.

Most of the instructors in the participating institutions are employed on a part-time basis and have been with their present employer for at least four years. The majority of them are experienced instructors in their respective fields. They are involved in a wide range of instructional areas, and the varied nature of their instructional duties reflect the diverse nature of the adult education field itself.

Preparation for Current Positions

The majority of the instructors sampled felt that they were well prepared for their current positions; however, the reasons they gave for their response varied. Judging from their comments, some respondents implied that even though they were instructors, formal preparation in teaching adults was not necessarily the best preparation for their particular instructional tasks. Knowledge and practical experience in their specialty areas were deemed to be more common forms of preparation than was formal preparation in the teaching of adults.

The views of the questionnaire respondents regarding preparation for their current positions were shared by most of the twelve interviewees. A few of the interviewees stated that they lacked preparation for their current positions. However, once they had taught for at least one term their confidence level rose, and they felt better about being instructors.

Level of Need for Further Preparation

In general, the respondents indicated only a moderate level of need for further preparation. Their level of perceived need varied according to the years of experience they had instructing adults. Respondents who had taught adults for at least ten years indicated the lowest level of need while those who had seven to nine years of experience had the highest level of need. Most of the respondents expressed a high level of need for enhanced knowledge and technical skills. The technical skill that was mentioned most often was computer application to their subject areas.

Instructors with ten or more years of experience teaching adults expressed fewer professional development needs than their less-experienced colleagues. This response was partially confirmed by the interviews; the more experienced interviewees suggested that unless in-service workshops or seminars pertained specifically to knowledge enhancement or technological advances in their fields, they were not interested in professional development activities.

Skills and Knowledge Emphasized by Employers

Knowledge of the subject area taught was perceived to be the most important requirement emphasized by employers of adult education instructors. Half of the twelve interviewees believed that either knowledge of their subject area, or their experience in regular classroom teaching, were important factors stressed by their employers when they were first hired. As far as skills were concerned, the respondents suggested that communication skills were highly emphasized by their employers when recruited. Some of the questionnaire respondents and interviewees suggested that aside from knowledge in the subject area taught, their present employer had emphasized few, if any, skills which would be required for their instructional positions.

Relationship of Career Goals to Professional Development

The majority of the respondents as well as one-half of the interviewees intended to remain as instructors. Just over-half of the respondents suggested that they would meet their career goals

through participation in in-service workshops and seminars, on-the-job training activities, short courses and conferences. More formal modes of professional development, such as undergraduate degree programs, were not highly preferred as activities for meeting career plans.

About one-quarter of the respondents had administrative/ supervisory or coordinating/programming career goals. Over one-half of the instructors from this group indicated a high degree of interest in a Master's degree program for their professional development.

Instructor Preferences for Professional Development Activities

The most preferred professional development activity was the in-service workshop or seminar, with short courses coming a close second in ranking. Other highly preferred activities were on-the-job training and conferences; correspondence courses appeared to be the least preferred professional development activity.

The responses from the interviewees for preferences varied; only two stated that workshops/seminars were their highest preference. Three of the interviewees did indicate a preference for peer group consultation involving the sharing of ideas and materials as a professional development activity.

Some of the respondents had indicated a preference for professional development of a more formal nature such as degree or diploma programs. At both the graduate and undergraduate levels, degree programs were preferred over diploma programs.

Importance of Topics in Professional Development

The respondents attached a high degree of importance to a variety of professional development topics. Their responses suggested that the enhancement of knowledge was the most important topic in professional development, while planning courses and preparing materials were of secondary importance. Knowing and applying different methods of instruction was the third most important topic followed by developing effective communication skills.

Opportunities for Professional Development

Opportunities for professional development generally exist for most instructors of adults in the Edmonton area. Such opportunities are either of a formal nature such as taking courses for credit at the University of Alberta or are related to in-service activities sponsored by certain adult education institutions.

Most of the respondents indicated some participation in professional development activities during the two years prior to the survey. The most frequently attended activities were in-service workshops/seminars, on-the-job training, and conferences. Some respondents expected their employers to fund not only in-service professional development activities but external ones as well. A number of the interviewees implied that if they had not been paid to attend a conference or take a course, they would not have participated in the activities.

People in charge of staff development divisions, certain respondents, and some of the interviewees felt that the onus was

on the instructors to participate in professional development activities. Comments by survey respondents and interviewees alike, indicated that some instructors pursued professional development on their own without support from their employers.

Barriers to Involvement in Professional Development

The three greatest barriers to professional development were job responsibilities, lack of courses relevant to respondent needs, and insufficient time to take courses. The latter barrier was most frequently mentioned by over one-half of the interviewees who ranked it first instead of third. Other highly ranked barriers included courses being offered at the wrong time, not enough time to complete programs of study, and home responsibilities.

Judging from the responses, transportation difficulties and inconvenience, and opposition from spouses were not considered to be barriers by the majority of the respondents. Cost, and residency requirements in some university programs, while considered to be barriers by some of the respondents, were not highly ranked as barriers to professional development.

C. Discussion of Findings

As was indicated earlier in this chapter, the main source of data for this study was generated by the questionnaire. The other data sources -- the literature review and the interviews -- are discussed here along with the questionnaire-based data. An

important part of the problem concerned the comparison of the findings to pertinent literature which has been reviewed in Chapter Two. Consistencies are reported as part of the discussion of the data, especially if they relate to a possible core of needs common to most instructors of adults.

Instructor Preferences

In relation to preferences, the results of this study are fairly consistent with Konrad's survey (1978) of non-university, postsecondary institutions in Alberta. His research indicated that 60 percent of the respondents preferred workshops, seminars, and conferences, while 58 percent of the respondents in this study indicated a preference for workshops and seminars. A slightly lower preference, 46 percent, was indicated for conferences. The results of this study reveal that the respondents had a lower preference for formal professional development activities such as degree programs, and as was the case for the study by Konrad (1978), graduate level programs were preferred over undergraduate programs. This finding is not surprising because over one-half of the respondents are holders of undergraduate degrees.

Correspondence courses appear to be the least preferred means for obtaining professional development according to this study. In view of the urban-based nature of the respondents and the variety of available professional development opportunities, such a finding should not be surprising.

Peer group consultation was referred to by a few of the respondents in their comments and in some of the interviews. They

preferred this type of professional development because it was more suitable in meeting their needs, especially in the area of sharing materials. This preference is consistent with some of results of Weleschuk's (1977) study which suggested that college instructors preferred a high degree of personal involvement when it came to improving their knowledge and skills. Group discussion was indicated as a preferred method of professional development.

According to some of the instructors interviewed in this study, consultation with peers has appeal as a professional development activity because the information and materials shared are directly related to the instructional positions of the participants. Depending on how the activity is organized, some form of peer group consultation may be included in the most preferred method of professional development -- in-service workshops and seminars.

Importance of Participation in Professional Development

The respondents regarded enhancing knowledge of their subject area as being the most important professional development topic. This finding was consistent with the results of other studies (Chapman, 1987; Konrad, 1978).

Obtaining a degree was the most important overall goal of Chapman's (1987) respondents -- a finding which is not surprising since all his respondents were involved in an outreach program for a BEd degree in adult education. However, once the data were broken down into urban and rural responses, urban respondents ranked knowledge-related needs a close second to obtaining a

degree (instead of fifth overall), suggesting a high level of importance for enhancing knowledge.

Konrad's (1978) study indicated that two of the three greatest needs of his respondents were related to knowledge of their subject area. Included in the three greatest needs of Konrad's respondents was the need for communications skills -- the most important skill according to the respondents in this study.

While in-service workshops and seminars appear to be the most preferred professional development activities, the respondents indicated a high degree of interest in a smaller range of topics when compared to the number of topics indicated by instructors with a preference for short courses. High interest was suggested for Planning Courses and Preparing Materials, Learning Motivational Techniques, and Knowing Different Methods of Instruction. A high degree of interest was not indicated for the topics of Enhancing Knowledge or Developing Effective Communication Skills -- the two areas of highest need according to most of the respondents. It is possible that these two topics have already been effectively covered in previous in-service workshops/seminars, or are more suitable for another professional development activity such as short courses.

Opportunities for Professional Development

Certain adult education institutions in the Edmonton area organize workshops and seminars and have opened these up to instructors from other institutions. For example, under the heading "Connoisseurs of Teaching," Grant MacEwan College hosted two days

(February 16th and 17th, 1987) of workshops/seminars which were open to instructors from other institutions for a nominal fee.

Adult education related conferences are held in Edmonton on an annual or biennial basis. Organizations like the Alberta Teachers of English as a Second Language (ATESL) host their ATESL Conference in Edmonton on a biennial basis. Such conferences might appeal to more than one group of adult education instructors which may be the reason for instructors attending several of them over a two year period. For example, adult upgrading instructors might attend conferences in their subject specialty, such as mathematics or English, as well as conferences concerned with Adult Basic Education.

The Northern Alberta Institute of Technology (NAIT) and Grant MacEwan College have their own staff development divisions operating on a full-time basis. This suggests a commitment on their part for professional development. While the remaining four participating institutions in this study do not have staff development divisions with full-time staff members, they do provide or at least encourage periodic participation in professional development activities.

For instructors who prefer professional development of a more formal nature, opportunities are available at the University of Alberta through programs or coursework provided by its various faculties. Some examples are the MEd program in Adult and Higher Education, and the BEd and Outreach Project offered by the Department of Industrial and Vocational Education. As many as 47 instructors from the Northern Alberta Institute of Technology have

enrolled in the Outreach Project (Chapman, 1987). This would suggest that adult education instructors in the Edmonton area are aware of and, if they prefer, take advantage of formal professional development activities.

In addition to the programs at the University of Alberta, there are opportunities for enrollment in courses and programs offered by NAIT, Grant MacEwan College, or one of the private institutions such as King's College. Courses and programs of a distance education nature are also available through Athabasca University, which has a regional office in Edmonton. Judging from the data collected though, few instructors from the Edmonton area opt for distance education opportunities. This should not be surprising considering the variety of opportunities available for professional development in Edmonton.

Recent Participation in Professional Development

Based on the data collected in this study, the five most frequently attended types of activities over the two years prior to this study were in-service workshops/seminars, on-the-job training, conferences, short courses, and university courses (ranked according to frequency of attendance). The ranking of these five activities closely corresponds to the activities listed in Chapman's (1987) study. In his report, University of Alberta Outreach courses were ranked first, but in-service workshops/seminars were a very close second -- possibly suggesting a high degree of preference for this type of activity. Conferences, on-the-job training, short courses, and university

courses other than Outreach courses were next in order of frequency.

Since the Outreach Project evaluation attempted to survey all current and former participants of the program, it is understandable that recent participation in Outreach courses ranked first. Of interest is the close correlation between Chapman's (1987) second to sixth ranked activities, and the first to fifth ranked activities of this study. Other than the reversal of order for on-the-job training and conferences, the rank order is the same as Chapman's (1987) report.

Instructors with seven or more years of experience have recently attended more workshops/seminars and conferences than their less experienced colleagues. One reason for this trend may have to do with the more experienced instructors being more established in their jobs and having better opportunities for attending conferences and workshops. Instructors who have worked at one place for some time may be eligible for sabbaticals or have more released time to attend professional development activities. Another possibility may be that part-time instructors with fewer years of adult education experience may not have the time to attend workshops or seminars because they may hold full-time jobs not related to adult education.

Some of the respondents and interviewees are in agreement that the initiative for participation in professional development rests with the individual instructors. However, they also have implied that their employers should provide some encouragement -- monetary or job advancement -- for professional

development. Some respondents have suggested that at the very least, their employer should provide funds for external forms of professional development such as conferences. The lack of incentives on the part of the adult education employer may account for the reluctance of certain instructors to attend professional development activities. They may especially apply to part-time instructors who may not qualify for funding.

Barriers to Involvement in Professional Development

While the respondents identified lack of time as the third ranked barrier to professional development, it is probably the most important reason why many instructors fail to participate in the various activities available in the Edmonton area. Lack of time has to be tied in with job responsibilities, which is the first ranked barrier. This would especially be the case for part-time instructors who may have a daytime job not related to adult education and who instruct adult education courses at night. The combination of job responsibilities and lack of time should be considered as the main factors in restricting instructor participation in professional development activities.

Despite the variety of course offerings in the Edmonton area, lack of courses relevant to respondent needs was cited as a major barrier to professional development. Such a high ranking for this barriers may be indicative of the varied nature of the adult education field and the widespread needs of the instructors. Some instructors are in very specific fields and even a relatively large

centre like Edmonton which has one of the largest universities in Canada in terms of enrollment, cannot meet all the needs of adult education instructors.

Even though cost was not highly ranked as a barrier, in comparison to other barriers it was frequently commented on by respondents who suggested that the lack of funding for professional development was a major barrier. Such comments were related to the issue of who should be responsible for funding professional development activities -- instructors generally seem to be reluctant to pay their own expenses although this has not prevented a few instructors from participating even though they lacked financial support.

According to Haughey (1986), Stonehouse's respondents identified five main barriers to meeting their professional development needs of which the pressing demands of their present job (job responsibilities) was ranked first. When compared to findings by Chapman (1987), the ranking for job responsibilities (first) and opposition from spouse (twentieth) were the same, or, in the case of courses offered at the wrong time, nearly the same. Chapman's study included rural respondents. This may have accounted for his higher ranking of barriers like program residency requirements and courses not in the right locations, which were third and fourth ranked respectively. What is indicative of both studies is that like this study, the respondents felt that job responsibilities was the main barrier to meeting their professional development needs.

D. Conclusions

The following conclusions about professional development needs are outlined according to the statement of the problem and subproblems. These conclusions are based on the interpretation of the data collected and refer only to adult education instructors in the participating institutions.

1. Instructors of adults express only a moderate level of need for further preparation. On the whole, they feel that as instructors they are well prepared for their current instructional positions, mainly because of their expertise and practical experience in their specialty areas of instruction.

2. The instructors' perceived needs are related mainly to enhancing knowledge in their instructional areas. Of secondary importance is a felt need to improve their communication skills. Few instructors feel that they have deficiencies in their instructional methods despite the relatively high degree of importance which they attached to knowing and applying different methods of instruction as a topic for professional development.

3. There is some variation in level of need for professional development according to instructional experience. Instructors with at least ten years of experience express a lower level of need than their colleagues, while instructors with seven to nine years experience have the highest level of need.

4. Instructors of adults generally prefer in-service workshops/seminars and short courses as professional development activities. On-the-job training and conferences are

also highly preferred activities. Fewer instructors prefer further preparation activities of a formal nature but of those who do, degree programs are preferred over diploma programs.

5. Knowledge of the subject area taught is the most important qualification emphasized by employers when recruiting adult education instructors. Communication skills is the second most important factor emphasized by employers of instructors.

6. Most instructors have expressed intentions to remain in their instructional role. Of the instructors who have administrative or co-ordinating ambitions, many indicate a preference for a Master's degree program for their professional development, suggesting a relationship between professional development and career plans.

7. The current felt needs of instructors appear to be largely met by existing in-service and formal professional development opportunities offered by postsecondary educational institutions. Most instructors have recently participated in in-service professional development activities rather than in more formal activities.

8. Job responsibilities, lack of relevant courses, and insufficient time to take courses represent the major problems or challenges to instructors who want to pursue professional development activities. Instructors tend to feel that their employers should fund their participation in professional development.

9. The greatest need of instructors is related to the enhancement of knowledge in their subject areas. However, adult

education instructors are involved in a wide range of specialty areas, and there is no expressed core of knowledge common to most instructors which will meet their felt needs. The only skill which is an expressed common need is communication skills.

E. Recommendations

Two sets of recommendations are given below. The first set is based on the results of the study and concentrates on recommendations for practice in the field of adult education and professional development. The second set of recommendations suggests areas for further research to extend or confirm the findings of this study.

Recommendations for Practice

1. Edmonton-based postsecondary institutions sponsoring professional development activities should concentrate on organizing in-service workshops/seminars and short courses aimed at enhancing instructors' knowledge in their specialty areas, and at developing communications skills. Other professional development topics of importance should focus on planning courses and preparing materials, and knowing and applying different methods of instruction.

2. Adult education institutions and agencies should consider using peer group consultation sessions as a form of professional development on an annual basis.

3. More released time from job responsibilities should be set aside for appropriate professional development activities. Some professional development activities should be scheduled during regular evening instructional hours to permit part-time instructors to participate.

4. Where not already done so, adult education institutions and agencies should encourage professional development by covering the costs of appropriate activities for their part-time and full-time instructors.

5. Long term instructors with coordinating or administrative ambitions should receive encouragement from their employers for involvement in appropriate formal professional development activities in the form of financial help to recover costs, and partially paid leaves of absence to meet any residency requirements.

6. Where not already done so, adult education agencies should provide more guidance for first time instructors either in the form of brief orientation sessions or peer group consultation.

Recommendations for Further Research

A replication for this study should be made in other centres of similar size such as Calgary or Winnipeg in order to help validate the findings. In addition to using a questionnaire, such a study might also include a wider scope of interviews than the present study to collect data.

A comparable study should be undertaken in urban, private adult education centres to determine whether or not the

professional development needs of instructors are being met. Additionally, such a study would indicate whether or not their instructors have similar needs to the respondents of this study.

A similar study should be undertaken in rural-based adult education institutions and agencies for comparison purposes regarding the instructors' professional development needs. The findings of such an endeavor could be compared not only to this study, but to Konrad's (1978) or Chapman's (1987) as well.

More research should be carried out in regard to the merits of structured peer group consultation sessions, especially as a means of distributing needed instructional materials. An evaluation of previouly held consultation sessions would be useful to professional development planners.

A study of the professional development needs of adult education instructors, as perceived by program administrators and coordinators, would be a worthwhile endeavor. Not only could it be compared to the results of this study, but to Konrad's (1978) as well.

Evaluations have been carried out of certain existing institutional programs related to professional development. A province-wide evaluation of institutional staff development divisions and postsecondary programs for instructors seeking formal means of professional development would be a useful endeavor. Instead of having only individual studies of certain institutional staff development divisions or postsecondary programs, all such opportunities for professional development would be conveniently evaluated in one study. Part of such an

evaluation might examine the problem of why some instructors don't participate in professional development. Such a study would also help to determine whether there is a need for further expansion of opportunities for professional development in Alberta.

F. Concluding Comment

In general, the professional development needs of adult education instructors in the Edmonton area are being met, and the instructors feel that they are adequately prepared for their current instructional positions. Despite having only moderate needs for further preparation, both the instructors and their employing agencies appear to have a positive attitude towards professional development. If there is a problem concerning professional development, it concerns meeting the varied needs of adult education instructors who in turn, reflect the diverse nature of the adult education field.

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APPENDICES

APPENDIX A

QUESTIONNAIRE -- SURVEY OF NEEDS OF ADULT EDUCATION INSTRUCTORS

SURVEY OF NEEDS OF ADULT EDUCATION INSTRUCTORS

The purpose of this survey is to obtain data pertaining to needs which instructors of adults in the Edmonton area might have. The information obtained will be analyzed and serve as data for my thesis on adult education.

Respondents to this survey will be chosen on a random basis. The anonymity of all respondents will be strictly observed as well as the confidentiality of their responses.

Please respond to all the questions that are applicable to you. Wherever there is space provided, you are encouraged to make further comments.

Thank-you for your cooperation and participation in this study.

Terry Dashcavich

SURVEY OF NEEDS OF ADULT EDUCATION INSTRUCTORS

SECTION I: GENERAL BACKGROUND INFORMATION

Do not write in this space--for office use only

1 2 3 4

Please respond to the following questions by checking the appropriate response:

1. What is your age? 5

a) Under 20 ..... ___ 1
b) 20 - 29 ..... ___ 2
c) 30 - 39 ..... ___ 3
d) 40 - 49 ..... ___ 4
e) 50 - 59 ..... ___ 5
f) 60 and over ..... ___ 6

2. What is your gender? 6

a) Female ..... ___ 1
b) Male ..... ___ 2

3. How long have you been instructing adults on a part-time or full-time basis? 7

a) Less than one year ..... ___ 1
b) 1 - 3 years ..... ___ 2
c) 4 - 6 years ..... ___ 3
d) 7 - 9 years ..... ___ 4
e) 10 - 12 years ..... ___ 5
f) 13 or more years ..... ___ 6

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4. **Do you teach adults on a full-time or part-time basis?** 8

a) full-time ..... — 1
b) part-time ..... — 2

Comments _____

_____

5. **Who is your present employer?** 9

a) Alberta Vocational Centre ..... — 1
b) Edmonton Catholic Schools Continuing Education Dept..... — 2
c) Edmonton Public Schools Continuing Education Dept..... — 3
d) Grant MacEwan Community College ..... — 4
e) NAIT (Continuing Education, Evening/Extension) ..... — 5
f) University of Alberta (Faculty of Extension) ..... — 6

6. **Which area below is currently your main focus of instruction?** 10

a) Adult Basic Education/Remedial Courses ..... — 1
b) Academic Upgrading Courses ..... — 2
c) English as a Second Language ..... — 3
d) Leisure/Recreation/Fitness Courses ..... — 4
e) Personal Development Courses ..... — 5
f) Vocational/Job Related Courses ..... — 6
g) Public Affairs/Community Responsibility Courses ..... — 7
h) Health courses ..... — 8
i) Other (Please Specify) _____ ..... — 9

7. **How long have you been working with your present adult education employer?** 11

a) Less than one year .... — 1
b) 1 - 3 years ..... — 2
c) 4 - 6 years ..... — 3
d) 7 - 9 years ..... — 4
e) 10 - 12 years ..... — 5
f) 13 or more years ..... — 6

8. **About what percentage of your working hours are spent teaching adults (include paid preparation time)?** 12

a) 0 - 20% ..... — 1
b) 21 - 40% ..... — 2
c) 41 - 60% ..... — 3
d) 61 - 80% ..... — 4
e) 81 - 100% ..... — 5

SECTION II: BACKGROUND PREPARATION AND TRAINING

Please indicate any background training and preparation which may have helped prepare you for your present teaching position.

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9. On-the-job training (if applicable, check more than one response):

a) Apprenticeship	___ 1	13
b) Observation and hands-on learning	___ 2	14
c) Inservice Workshops/Seminars	___ 3	15

10. Undergraduate education degree (if applicable, check more than one response):

a) Elementary specialization	___ 1	16
b) Secondary	___ 2	17
c) Adult education	___ 3	18
d) Special education	___ 4	19
e) Industrial arts/Vocational ed.	___ 5	20
f) Other (Please specify) _____	___ 6	21

_____

11. Other undergraduate degrees (if applicable, check more than one response):

a) BA	___ 1	22
b) BA Physical Ed./Recreation	___ 2	23
c) B Com	___ 3	24
d) BFA/B Music	___ 4	25
e) BSc	___ 5	26
f) BSc Engineering	___ 6	27
g) BSc Home Economics	___ 7	28
h) BSc Nursing	___ 8	29
i) Other (Please specify) _____	___ 9	30

12. Graduate degrees held:

a) MA	___ 1	31
b) MEd	___ 2	32
c) MSc	___ 3	33
d) PhD	___ 4	34
e) Other (Please specify) _____	___ 5	35

13. Diplomas held (Please specify)

a) High School _____	___ 1	36
b) College _____	___ 2	37
c) Technical _____	___ 3	38
d) University _____	___ 4	39
e) Other _____	___ 5	40

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14. Technical school training (Please specify):

a) Certificate _____ ..... ___ 1 41
b) Journeyman ticket _____ ..... ___ 2 42
c) Other _____ ..... ___ 3 43

15. Professional schools:

a) Beauty ..... ___ 1 44
b) Computer ..... ___ 2
c) Nursing ..... ___ 3
d) Other (Please specify) _____ ..... ___ 4

16. In your view, to what degree was your level of preparation sufficient for your present job? Using the scale below, please circle the appropriate number at the lower right:

Very High Moderate Very Low
5 4 3 2 1

5 4 3 2 1 45

Comments _____

_____

17. Using the categories below as guidelines, indicate (by circling) to what extent the following skills or knowledge were emphasized by your present employer when you were first hired:

Great extent Moderate extent Not at all
5 4 3 2 1

a) Ability to develop appropriate goals and objectives for courses taught ... 5 4 3 2 1 46
b) Course planning and material preparation 5 4 3 2 1 47
c) Knowledge of subject and/or specialty area taught 5 4 3 2 1 48
d) Effective communication skills 5 4 3 2 1 49
e) Diagnosing student needs 5 4 3 2 1 50
f) Knowledge and application of different methods of instruction 5 4 3 2 1 51
g) Knowledge of motivational techniques 5 4 3 2 1 52
h) Effective interpersonal skills 5 4 3 2 1 53
i) Ability to create an environment conducive to learning 5 4 3 2 1 54
j) Ability to develop appropriate tests and other means of evaluation 5 4 3 2 1 55
k) Other (Please specify) _____ 5 4 3 2 1 56

SECTION III PROFESSIONAL DEVELOPMENT NEEDS

The items in this section relate to the professional development needs of adult education instructors. For the purpose of this survey, professional development refers to the upgrading of a person's job-related knowledge and skills.

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18. To what extent have you received professional development by the following methods over the last two years?
Using the scale below, circle the appropriate response:

5 - Ten or more occasions
4 - Seven to nine occasions
3 - Four to six occasions
2 - One to three occasions
1 - None

a) On-the-job training	5 4 3 2 1	57
b) Inservice workshops/seminars	5 4 3 2 1	58
c) Conferences	5 4 3 2 1	59
d) Short courses	5 4 3 2 1	60
e) Correspondence courses	5 4 3 2 1	61
f) University courses	5 4 3 2 1	62
g) College courses	5 4 3 2 1	63
h) Technical courses	5 4 3 2 1	64
i) Other (Please specify) _____	5 4 3 2 1	65

19. In your view, what is your level of need for further preparation in a professional development sense?
Using the scale below, circle the appropriate number at the lower right:

Very High 5 4 Moderate 3 2 Very Low 1

5 4 3 2 1 66

Comments _____

_____

20. What is your personal preference for each of the following types of professional development activities? Using the scale below, circle the appropriate number:

High preference 5 4 Moderate Preference 3 2 Low preference 1

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a) On-the-job training	5 4 3 2 1	67
b) Inservice workshops/seminars	5 4 3 2 1	68
c) Conferences	5 4 3 2 1	69
d) Short courses	5 4 3 2 1	70
e) Correspondence courses	5 4 3 2 1	71
f) Undergraduate diploma or certificate program at a postsecondary institution	5 4 3 2 1	72
g) Undergraduate degree program at a university	5 4 3 2 1	73
h) Graduate diploma program at a university	5 4 3 2 1	74
i) Masters degree program at a university	5 4 3 2 1	75
j) Other (Please specify) _____	5 4 3 2 1	76

21. What are your career plans in relation to adult education? (Check the most appropriate response)

77

a) Remain as an instructor ____ 1
b) Administrative/supervisory position ____ 2
c) Coordinating/programming position ____ 3
d) Become a counsellor ____ 4
e) Other (Please specify) _____ ____ 5

22. To what extent will you meet your career plans through the following activities? Circle the appropriate responses using the scale below:

Great extent 5 4 Moderate Extent 3 2 Not at all 1

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D U P 2
1 2 3 4

a) On-the-job training	5 4 3 2 1	5
b) Inservice workshops/seminars	5 4 3 2 1	6
c) Conferences	5 4 3 2 1	7
d) Short courses	5 4 3 2 1	8
e) Correspondence courses	5 4 3 2 1	9
f) Undergraduate diploma or a certificate program at a postsecondary institution	5 4 3 2 1	10
g) Undergraduate degree program at a university	5 4 3 2 1	11
h) Graduate diploma program at a university	5 4 3 2 1	12
i) Masters degree program at a university	5 4 3 2 1	13
j) Other (Please specify) _____	5 4 3 2 1	14

23. Using the scale below, circle the appropriate number and indicate the extent to which each of the following might limit or restrict your involvement in professional development activities:

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Great extent		Moderate extent		Not at all	
5	4	3	2	1	

a) Courses not relevant to needs	5 4 3 2 1	15
b) Courses not offered in the right location	5 4 3 2 1	16
c) Courses offered at the wrong time	5 4 3 2 1	17
d) Courses won't lead to advancement or promotion	5 4 3 2 1	18
e) Employer does not encourage me to take courses	5 4 3 2 1	19
f) Not enough information about courses	5 4 3 2 1	20
g) Don't meet requirements to begin a program	5 4 3 2 1	21
h) Cost (books, tuition, child care)	5 4 3 2 1	22
i) Not enough time to take courses	5 4 3 2 1	23
j) Not enough time to complete program of study	5 4 3 2 1	24
k) Job responsibilities	5 4 3 2 1	25
l) Home responsibilities	5 4 3 2 1	26
m) Responsibilities for children	5 4 3 2 1	27
n) Opposition from spouse	5 4 3 2 1	28
o) Transportation difficulties and inconvenience	5 4 3 2 1	29
p) Lack of inservice training	5 4 3 2 1	30
q) Lack of conferences relevant to teaching area	5 4 3 2 1	31
r) Lack of on-the-job training	5 4 3 2 1	32
s) Residency requirements in some university programs	5 4 3 2 1	33
t) Not enough energy; too tired	5 4 3 2 1	34

Others (Please specify) _____

_____

24. Please indicate how important you feel it is to participate in professional development activities in relation to each of the following topics. Circle the appropriate response according to the scale below:

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High Importance 5 4 Moderate Importance 3 2 Low Importance 1

a) Developing appropriate goals and objectives for courses taught	5 4 3 2 1	35
b) Planning courses and preparing materials	5 4 3 2 1	36
c) Enhancing knowledge of subject and/or specialty area taught	5 4 3 2 1	37
d) Developing effective communication skills	5 4 3 2 1	38
e) Diagnosing student needs	5 4 3 2 1	39
f) Knowing and applying different methods of instruction	5 4 3 2 1	40
g) Learning motivational techniques	5 4 3 2 1	41
h) Enhancing your interpersonal skills	5 4 3 2 1	42
i) Creating an environment conducive to learning	5 4 3 2 1	43
j) Developing appropriate tests and other means of evaluation	5 4 3 2 1	44
k) Other (Please specify) _____	5 4 3 2 1	45

_____

25. General comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX B

INTERVIEW GUIDE

INTERVIEW GUIDE

Age ___

Gender F M

Total number of years of experience instructing adults ____

Present place of work _____

Position/Job Title _____

Number of years at present position ____

Duties: Administration ___
Co-ordinating ___
Program Devp. ___
Curriculum Devp. ___
Instruction ___
Counselling ___
Other _____

About what percentage of your time is spent instructing adults?
___%

Additional comments
_____
_____
_____

Background training:
None ___

On-the-job:
Workshops ___
Seminars ___
Apprenticeship ___
Observation ___
Other _____

Postsecondary:

BEd
- Elementary specialization ___
- Secondary ___ (Subject specialization) _____
- Special Ed. ___
- Adult Ed. ___
- Industrial Arts ___
- Vocational Ed. ___
- Other _____

- Other Degree _____

- Technical School Training:
  - Journeyman certificate/ticket ___ Trade _____
  - Other _____

- Diploma:
  - University _____
  - College _____
  - Technical _____
  - Other _____

- Professional School _____

Kinds of skills and knowledge emphasized by present employer when first hired:

Was your level of preparation sufficient for your present job (indicate to what degree)?

How have your professional development needs been met over the last two years?
- On-the-job training ___
- In-service workshops/seminars ___
- Conferences ___
- Short courses ___
- Correspondence courses ___
- University courses ___
- College courses ___
- Technical courses ___
- Other _____

In your opinion, what is your level of need for further preparation?

What specific needs do you feel could be met by further preparation/training?

a) Developing appropriate goals & objectives for courses taught __
b) Planning courses & preparing materials __
c) Enhancing knowledge of subject and/or specialty area taught __
d) Developing effective communication skills __
e) Diagnosing student needs __
f) Knowing & applying different methods of instruction __
g) Learning motivational techniques __
h) Creating an environment conducive to learning __
i) Enhancing your interpersonal skills __
j) Developing appropriate tests and other means of evaluation __
k) Other _____

_____

_____

In your view, what is the best way to provide professional development in order to meet your needs?

If you felt it would help your professional development, would you enroll in a diploma or degree program? Y ___ N ___
Why or why not?

If so, at what level? Undergraduate diploma ___
Undergraduate degree ___
Graduate diploma ___
Graduate degree ___

Would you prefer enrolling in a diploma or degree program on a part-time or full-time basis? Part-time ___
Full-time ___

Why? _____

_____

What problems/barriers might prevent you from meeting your professional development needs?

What career goals do you presently have?

How will further preparation/training help you achieve your career goals?

Comments _____

APPENDIX C

LETTERS USED IN DATA COLLECTION

Office #648
Dept. of Industrial &. Voc. Ed.
Education Centre South
University of Alberta
Edmonton, Alberta T6G 2G5
February 25, 1987

Dear _____,

I am a graduate student enrolled in the MEd Adult and Higher Education program at the University of Alberta. I am conducting research for my thesis entitled **"The Professional Development Needs of Adult Education Instructors"** and my aim is to obtain data based on the perceptions of instructors like yourself.

Through the cooperation of your adult education employer, I was allowed to select names on a random basis from personnel mail lists. One of the names I selected was yours. In order for my research to effectively contribute towards better professional development for instructors of adults like yourself, **a high response rate to the survey is important.**

In early March, I will be sending you a questionnaire to complete. The questionnaire has been piloted by experienced adult education instructors, and **it took an average of 15 minutes to complete.** Enclosed with the questionnaire will be a postage-paid envelope. Consequently, **the whole process should cost you only 10 to 20 minutes of your time.**

While your adult education employer is supportive of my endeavors, I would like to emphasize that your participation in this survey will be purely voluntary, your anonymity will be respected, and the confidentiality of your response will be strictly observed. Should you wish to know about the results of my survey, I will leave copies of my conclusions and recommendations with your employer or you can call me at 477-8583 after June/87, when I hope to have my thesis completed.

Thank-you for your time.

Yours truly,

Terry Dashcavich

Dear Respondent:

I am a graduate student at the University of Alberta and I have recently completed my course work for a Master's program in Adult and Higher Education. I am now at the thesis stage of my program.

Enclosed with this letter is a questionnaire which, based on my piloting, will take an average of fifteen minutes to complete. The purpose of my study is to help instructors like yourself indicate your professional development needs.

I would like to emphasize that your participation in this study will not be threatening to you or your colleagues. As indicated on page one of the questionnaire, the confidentiality and anonymity of all respondents will be respected. I've gone to great lengths to avoid making any of the questions offensive or personal, but if you don't want to respond to certain questions (i.e., "What is your age?"), please feel free to leave them unanswered or don't bother filling out the questionnaire.

I would greatly appreciate your participation in my study. If you are interested in the outcome of my analysis, my conclusions and any recommendations will be made available to the postsecondary institution you are currently employed with.

Thank-you in advance for your consideration to participate in this study. In order to ease the return of the questionnaire, a postage paid envelope is enclosed for your convenience. Please return the completed questionnaire by **March 27th.** If you have any questions, feel free to contact me at 432-5621.

Yours truly,

Terry Dashcavich

11708 - 87 Street
Edmonton, Alberta T5B 3M7
March 17, 1987

Dear Respondent:

RE: SURVEY OF NEEDS OF ADULT EDUCATION INSTRUCTORS

I would like to take this opportunity to **thank-you** for participating in my survey. Your **information and insights,** especially where the comments are concerned, are greatly appreciated.

In case you haven't had time to complete the questionnaire yet, perhaps this letter can serve as a reminder. I would greatly appreciate it if you could return the questionnaire to me in the **postage paid envelope** by **March 27th.**

In the event that you misplaced my questionnaire, please **phone me** at **432-5621** (especially in the afternoons) or **477-8583** (home), and I **will gladly mail or drop off** one of my **extra questionnaire packages.** Messages can be left at both numbers.

Yours truly,

Terry Dashcavich

APPENDIX D

PERCENTAGE RESPONSES RELATING TO PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Table 6.1

Percentage of Responses Relating to Skills and Knowledge Emphasized by Participating Adult Education Institutions

Skills and Knowledge Categories	Great Extent 5	4	Moderate Extent 3	2	Not at All 1	No Response
Knowledge of Subject/ Specialty Area	58.8%	26.5	7.4	2.0	2.9	2.5
Communication Skills	41.2%	28.4	17.6	3.4	4.9	4.4
Interpersonal Skills	27.5%	29.9	22.5	7.4	7.4	5.4
Course Planning and Materials Preparation	26.5%	29.9	18.1	9.3	8.3	7.8
Ability to Develop Appropriate Goals and Objectives	23.0%	26.5	21.6	10.3	10.3	8.3
Ability to Create an Atmosphere Conducive to Learning	18.1%	26.0	28.9	13.2	8.3	5.4
Diagnosing Student Needs	14.2%	23.5	26.0	16.7	13.7	5.9
Knowledge of Different Methods of Instruction	11.8%	21.1	28.9	19.1	12.3	6.9
Ability to Develop Appropriate Means of Evaluation	12.3%	20.1	22.1	14.2	24.5	6.9
Knowledge of Motivational Techniques	10.8%	14.7	29.4	20.6	17.6	6.9
Other	8.3%	2.0	.5	.5	2.9	85.8

Table 6.2

Percentage Distribution of Responses for Meeting Career Plans Through Participation in Selected Professional Development Activities

Professional Development Activities	Great Extent 5	4	Moderate Extent 3	2	Not at All 1	No Response
In-service Workshops/ Seminars	13.7%	17.2	27.9	16.2	12.3	12.7
On-the-job Training	19.1%	18.6	18.1	8.8	22.5	12.7
Short Courses	13.7%	18.6	22.5	9.8	19.1	16.2
Conferences	11.8%	15.7	23.5	18.1	17.2	13.7
Master's Degree Program	13.2%	6.9	6.9	7.4	44.1	21.6
Graduate Diploma Program	6.9%	10.8	8.3	6.4	45.1	22.5
Undergraduate Degree Program	6.4%	5.9	6.9	7.8	50.5	22.5
Undergraduate Diploma Program	4.4%	6.4	5.4	7.8	55.4	20.6
Correspondence Courses	2.0%	3.4	6.4	6.9	59.8	21.6
Other	6.4%	2.0	.5	1.0	19.6	70.6

APPENDIX E

CROSS - TABULATIONS OF SELECTED VARIABLES

Table 7.1

Percentages of Responses Relating to Cross-tabulation of Career Plans and Interest in a Master's Degree Program (N = 159)

Career Plans	Level of Interest 5 (High)	4	3	2	1 (Low)
Instructor (N = 101)	8.9%	5.9	10.9	10.9	63.4
Administrator/Supervisor (N = 27)	37.0%	22.2	3.7	3.7	33.9
Coordinator (N = 20)	35.0%	5.0	10.0	5.0	45.0
Counsellor (N = 1)	0.0%	0.0	0.0	0.0	100.0
Other (N = 10)	10.0%	10.0	0.0	20.0	60.0

Chi-Square = 30.86; d.f. = 16; significance = 0.014 level

Table 7.2

Cross-tabulation Between Experience Instructing Adults and Respondents' Recent Participation in In-service Workshops/seminars

Years Instructing Adults	Participation in In-service Workshops 5 (10 or More Occasions)	4 (7 - 9 Occ.)	3 (4 - 6 Occ.)	2 (1 - 3 Occ.)	1 (None)
3 Years or Less (N = 53)	5.7%	9.4	18.9	34.0	32.1
4 - 6 Years (N = 41)	2.4%	12.2	9.8	41.5	34.1
7 - 9 Years (N = 31)	12.9%	6.5	35.5	35.5	9.7
10 or More Years (N = 56)	12.5%	8.9	33.9	32.1	12.5

Chi-square = 22.65; d.f. = 12; Significance = 0.03 level

Table 7.3

Cross-tabulation Between Experience Instructing Adults and Recent Respondents' Participation in Conferences

Years Instructing Adults	Recent Participation in Conferences				
	5 (10 or More Occasions)	4 (7 - 9 Occ.)	3 (4 - 6 Occ.)	2 (1 - 3 Occ.)	1 (None)
3 Years or Less (N = 52)	0.0%	5.8	15.4	26.9	51.9
4 - 6 Years (N = 42)	0.0%	4.8	19.0	40.5	35.7
7 - 9 Years (N = 29)	0.0%	3.4	24.1	48.3	24.1
10 or More Years (N = 59)	11.9%	8.5	23.7	32.2	23.7

Chi-square = 27.17; d.f. = 12; Significance = 0.007 level

APPENDIX F

MEANS OF RESPONSES TO SELECTED ITEMS

Table 8.1

Respondent Preferences for Professional Development Activities Ranked According to Means

Rank	Professional Development Activities	Mean
1	In-service workshops/seminars	3.7
2	Short Courses	3.6
3	On-the-job training	3.4
4	Conferences	3.3
5	Master's degree program at a university	2.7
6	Graduate diploma program at a university	2.6
7	Undergraduate degree program at a university	2.6
8	Undergraduate diploma/certificate program	2.5
9	Other	2.3
10	Correspondence courses	1.7

Table 8.2

Degree of Importance for Participation in Professional Development Activities Ranked According to Means

Rank	Professional Development Activities	Mean
1	Enhancing knowledge of subject/specialty area	4.3
2	Planning courses and preparing materials	4.1
3	Knowing & applying different methods of instruction	4.1
4	Developing effective communication skills	4.0
5	Diagnosing student needs	3.9
6	Developing appropriate goals & objectives	3.9
7	Creating an environment conducive to learning	3.8
8	Learning motivational techniques	3.8
9	Enhancing interpersonal skills	3.8
10	Developing appropriate means of evaluation	3.5
11	Other	3.2

Table 8.3

Recent Participation in Professional Development Activities Ranked According to Means

Rank	Professional Development Activities	Mean
1	In-service workshops/seminars	2.5
2	On-the-job training	2.2
3	Conferences	2.1
4	Short courses	1.7
5	University courses	1.5
6	Other	1.5
7	Technical courses	1.3
8	College courses	1.1
9	Correspondence courses	1.1

APPENDIX G

VITA

VITA

NAME: Terance Frederick Dashcavich

PLACE OF BIRTH: Edmonton, Alberta, Canada

YEAR OF BIRTH: 1947

POSTSECONDARY EDUCATION:

Honours BA (1972), History Major
Lakehead University
Thunder Bay, Ontario

Diploma of Education (1974)
University of Alberta
Edmonton, Alberta

Master's of Arts (1975), History
University of Manitoba
Winnipeg, Manitoba

RELATED WORK EXPERIENCE:

Eight years of teaching experience in Alberta schools (including four years as a teaching principal of an elementary/junior high school)
Subjects: Senior High Social Studies and Social Sciences
Junior High Social Studies, Language Arts, Science, Mathematics, Typing and various electives

Two years teaching experience in Malawi, Africa
Subjects: English, History, and Geography from Form I to Form IV levels

One year teaching experience at the college level
Subjects: Adult upgrading in English at the Basic and Intermediate levels, English 30, English 33, and Social Studies 30